DOCUMENT RESUME

ED 340 894	CE 060 049
TITLE	Idaho Partnership for Workplace Literacy. Final Report.
INSTITUTION	California Human Development Corp.; Idaho Association of Private Industry Councils.; Idaho State Dept. of Employment, Boise.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Jun 90
CONTRACT	V198A80068
NOTE	387p.; The generic skills data & people questionnaire will not reproduce well due to broken print.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Adult Programs; Cooperative Programs; Employer Employee Relationship; English (Second Language); High School Equivalency Programs; *Inplant Programs; Institutional Cooperation; *Labor Force Development; *Literacy Education; Outcomes of Education; Program Costs; Program Design; Program Effectiveness; *Program Implementation; Second Language Instruction; State Programs; Statewide Planning
IDENTIFIERS	*Idaho; Partnerships in Education; *Workplace Literacy

ABSTRACT

A project was conducted to coordinate and facilitate the delivery of workplace literacy programs in business and industry in Idaho. The project began with an audioconference, followed by a 3-day workshop in December 1988 for new workplace literacy coordinators and coordinators from postsecondary education and the state Department of Employment. More than 600 companies were contacted and 31 programs were funded, involving more than 900 participants. Program components included General Educational Development tapes played over public television and offered in public libraries, with a computer program to supplement the tapes; programs with English as a Second Language (ESL) participants developed around safety and job description curriculum; and efforts to teach at the work station as well as in the classroom. Supervisors or company tutors worked with instructors to help present one-on-one instruction. Participants were encouraged to discuss the training in group activities in the classroom. The project also established an identification and referral network. A proposed child-care component was not developed. (This report includes documents from the project: child care agreement; steering committee members list and meeting minutes; third-party evaluation report; staff training materials such as a generic skills research and development questionnaire, an instrument developed by the Department of Manpower and Immigration, Saskatchewan, Canada; draft procedures and training manual; and news articles about the project.) (KC)

ED340894

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FINAL REPORT

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V198A80068
JUNE, 1990

CE060049

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INTRODUCTION

BACKGROUND

Idaho, in the northwestern United States, is bordered by Washington, Oregon, Nevada, Utah, Wyoming, and canada. Idaho's economic base is geared to agriculture, mining, forestry, and manufacturing. It is a sparsely populated state with varied terrain of sagebrush prairie and forested mountains.

According to the census Bureau's 1986 statistical abstract of the United States, Idaho is rated as the most rural sate in the nation with less than 20% of its population in metropolitan areas. Idaho's total population is just over one million, with only nine cities having a population greater than 10,000. Among the fifty states Idaho ranks thirteenth by size, but forty-second in population. Idaho's physical shape, environment, and size create considerable distances between population centers. Road travel is often circuitous because of mountain ranges and weather conditions.

Idaho is divided into six planning regions with a public postsecondary vocational-technical school, private industry council, and department of Employment local job service offices located in each of the planning regions. THrough an agreement between the State Division of Vocational Education and the state department of Education, adult basic education services are provided through learning centers and outreach programs located at each of the six postsecondary vocational-technical schools.

The Idaho Partnership for Workplace Literacy is comprised of the Idaho Association of Private Industry Councils (IAPIC), the Consortium of area Vocational Education Schools (CAVES), and the Idaho department of Employment. THe purpose of the Idaho Partnership or Workplace Literacy is to coordinate the effective delivery of basic literacy and occupational skills necessary for the increasing demands of the workplace.

The Idaho Association of Private Industry Councils is comprised of representatives from the six private industry councils in the state.

The Consortium of Area Vocational Education Schools is comprised of representatives from the six public postsecondary vocational-technical schools and the State Division of Vocational Education.

The Idaho Department of Employment has been designated by the Governor as the Administrative Entity for the Job Training Partnership Act funds for the state of Idaho and serves as the prime deliverer of employment and training services in five of the six areas of the state.

Purpose

The purpose of this project is to coordinate and facilitate the effective delivery of workplace literacy programs to Idaho's business and industry. The project will improve the productivity of the workplace by meeting the following objectives:

- Provide workplace literacy program designed to update and upgrade basic literacy and occupational skills of employed adults.
- Provide programs to meet the needs of adults with limited English language proficiency in conjunction with business and industry.
- Establish a business and industry identification and referral network.

Ancillary services include GED on TV and child care reimbursement for employed adults who participate in workplace literacy programs during non-working hours. A formative evaluation will be done by Northwest Regional Education Lab of Portland, Oregon.

Staff development includes training sessions for the workplace literacy coordinators to conduct literacy audits to assess skills required on the job and skill levels of employees performing those jobs. If it is determined that employees do not have the necessary skill levels to successfully perform their jobs, the workplace literacy coordinator will assist in designing and implementing customized curriculum to meet the identified need(s).

Workplace literacy programs will be delivered by the postsecondary vocational educational schools through a subproposal application process. The delivery of these programs will improve the productivity of employees by increasing their specific job literacy skills.

Document of Policy
Idaho Partnership for Workplace Literacy

OVERVIEW:

Technology is changing the Idaho economy, displacing workers in some occupations and creating jobs in others. Along with this change, Idaho must cope with both a declining youth population and an increasing number of older workers, women, and minorities in the work force. These two situations have stimulated an increased need for education in the workplace. According to the Governor's special task force report, Idaho Workforce 2000, approximately 25% of Idaho's adult workforce will need major retraining for future jobs. This need for training will be compounded by the issue raised by Xerox's CEO, David Kearns, "Future jobs will be restructured about every seven years and work and learning will be inseparable."

Changing demands of the workplace have focused a need for worker training not only on technical skills but also on expanded literacy skills. These expanded skills may be referred to as workplace literacy and may include what employers have identified as basic to the workplace: learning to learn; reading, writing, computation; listening and oral communication; creative thinking/ problem solving; self-esteem/ motivation; interpersonal/ negotiation/teamwork; and organizational effectiveness/leadership (Workplace Basics: The Skills Employers Want, 1989).

PURPOSE:

Because the educational and training challenges for Idaho's business and industry are multi-faceted, they cannot be met by a single entity. For this reason, the Idaho Partnership for Workplace Literacy was formed with representation from education (CAVES), industry (IAPIC), and labor (IDOE).

The purpose of the Idaho Partnership for Workplace Literacy is to coordinate the effective delivery of basic literacy and occupational skills training necessary for the changing demands of the workplace. The Idaho Partnership for Workplace Literacy is furthering that purpose by coordinating efforts to increase public awareness of the need for workplace literacy and to provide workplace literacy programs designed to meet those needs.

Workplace literacy programs focus on the specific needs of workers to perform their jobs and are viewed as a way to serve otherwise unserved areas. Vocational education has traditionally served businesses' needs for technical training. Adult Basic Education (ABE), with its limited funding, has traditionally served the adult communities' needs for basic reading, math, and GED preparation. Workplace literacy programs are designed to fill the gap between the general educational focus of ABE and the specific skill training focus of vocational education. These programs focus on needs of workers whose education preparation has been below the baccalaureate level. The connection of these two service areas through WPL provides a transitional program for employed workers. Workplace literacy concentrates on the workers developing the ability to use computation, communication and other basic skills in the context of their particular duties in the workplace.

Workplace literacy programs will improve the productivity and efficiency of employees, and will provide them the opportunity to increase their literacy skills to a level that will allow them to retain and advance in their jobs in this time of economic and technological change.

WORKPLACE LITERACY DEFINITION:

There appears to be no consistency in workplace literacy definitions used nationally, or among educators of the various disciplines. It is therefore appropriate to offer a composite explanation of workplace literacy as it relates to Idaho's workplace literacy program.

From the procedures manual: "Workplace Literacy: the basic skills needed to perform work successfully are commonly referred to as job-related or workplace literacy skills and generally include: mathematics, reading, writing, speaking, listening and the ability to apply these skills in problem-solving. Workplace literacy differs from general literacy in both content and purpose as it addresses specific needs of workers on the job. For this reason, workplace literacy cannot be defined in static terms as it is constantly changing to meet rapid changes in the workplace."

From the informational brochure: Workplace literacy is "training to improve the ability to use computation and communication skills in the context of the workplace."

In development of the grant, writers envisioned workplace literacy as meeting an unserved area between generic basic skills and technical skills. Workplace literacy provides a transition between the two service areas by offering literacy training that is customized to be job specific. Computer usage is an example. Workplace literacy may include basic computer introductory skills needed to familiarize a student with the computer as a workplace communication tool. Specific computer applications are considered job specific training.

ASSESSMENT:

Workplace literacy coordinators, accompanied by short-term skills coordinators and Job Service staff, conduct job analyses and employee assessments to determine skills required on-the-job and the skill levels of employees performing those jobs. The results of these assessments are used for program planning and curriculum development.

As a result of these assessments, the project staff will compile information on student progress in one or more of the following areas: reading and math skill level needed for job performance; current reading and math skill levels of employees;

employees' ability to use printed material on the job; pre- and post-test results of participating employees; and demographic information on participants including age, sex, ethnic background, education level, and length of employment.

EVALUATION:

The Idaho Partnership for Workplace Literacy has contracted with the Northwest Regional Educational Laboratory, Portland, Oregon, to conduct an external formative evaluation of the project. In addition, an on-going internal evaluation is being conducted. The internal evaluation will include evaluation of employer satisfaction, participant satisfaction, and individual program success.

Employer satisfaction will be measured by an exit interview and a six-month follow up questionnaire. Participant satisfaction will be assessed through the use of written student evaluations. Each individual program will be evaluated using pre- and post-test data along with the results of the employer and participant evaluations.

Final document approval date September 1, 1989

PROJECT OVERVIEW

The Idaho Partnership for Workplace Literacy project was first implemented through participation in the National Audio conference presented by the National Academy for Vocational Education and cosponsored by the American Association for Adult and Continuing Education held in November 1988. Following the audioconference, a three-day workshop was conducted in December for the new workplace literacy coordinators, the postsecondary short-term training coordinators, and selected program coordinators for the Department of Employment.

Dr. Tom Sticht, Director, Applied Behavioral and Cognitive Sciences, presented the philosophy and overall project design to the participants. State Division of Vocational Education and State Department of Education staff provided the workshop participants with ways to make business contact, develop subproposals and budgets, and how to determine business/industry contributions. (See Staff Training section for agenda.) There were over 130 individuals that participated in the workshop.

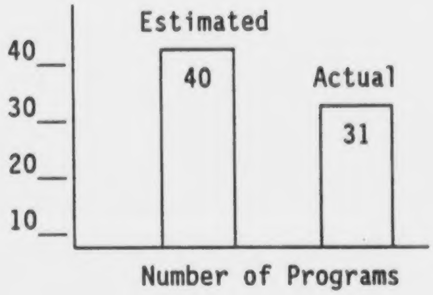
The actual completion of the subproposals with business/industry was slower than anticipated, hence the first funded subproposal was not started until March 1990. In discussing the reason for the slow start-up it was determined that making contacts with the right person at the business took longer than expected. Also, once the subproposal was developed it seemed that the length of time for the formal technical review and final approval by the steering committee was too long. From initial contact to actual funding usually averaged four - six weeks. This tended to discourage all parties involved in the subproposal. This procedure was reviewed several times, but the only change possible was to encourage quicker turn around time for the technical committee and use of fax and telephone follow-up for steering committee approval. Over 600 companies were contacted during the project period, with 33 subproposals developed, 31 funded, and over 900 participants served. It was determined that with the level of participation from business\industry being so high, the cost of the projects was running lower than anticipated (see subproposal chart in Actual Accomplishments section).

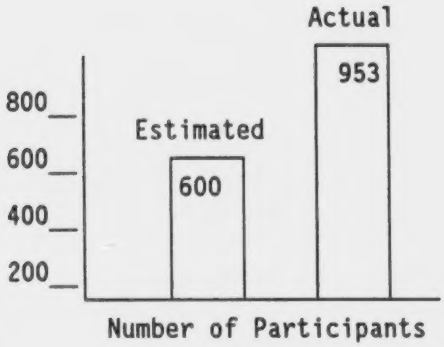
The effectiveness of the GED tapes played over public television was very difficult to measure, as only 25 individuals were verified to be participants as a direct result of the airings. However, the ABE centers and the libraries were able to offer the tapes and the computer program to supplement the tapes. This was an added plus to individuals wanting GED assistance.

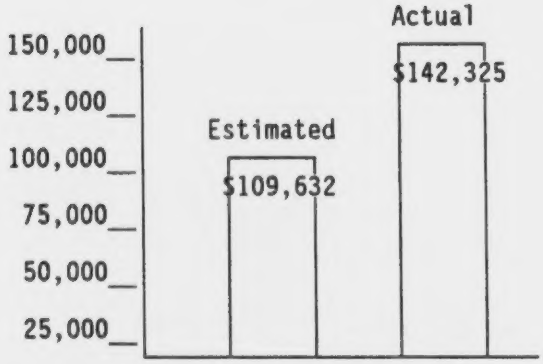
The child care component did not develop as expected, most clients found that the training could be completed without having to use child care services, or that it could be done under their existing contract with the child care facility. Most companies did not seem interested in the child care component.

Programs with ESL participants were developed around safety and job description curriculum. Efforts were made to do instruction at the work station as well as in the classroom. The supervisor or company tutor worked with the instructor to help present one-on-one instruction. The participants were encouraged to discuss the training in group activities in the classroom. Many participants expressed interest in continuing their language skill training and several companies are working with the institutions to provide additional training.

PROJECT SUMMARY AND OVERVIEW







Estimated cost per participant = $487.00
Cost per participant = $306.06

PROJECT OBJECTIVES

The Idaho Partnership for Workplace Literacy identified the following objectives:

1. Increase the availability of basic literacy services and activities.
   a. Provide GED preparatory courses through the statewide Public Broadcast System for adults who are unable to attend regular programs.
   b. Provide basic literacy skills, high school diploma or equivalency instruction for dislocated workers at sites or locations that are not on campus.
2. Establish an identification and referral network.
   a. Establish an identification and referral network of social service agencies, employment and training agencies, community based organizations, and JTPA service providers. The statewide network will identify adults who are in need of basic literacy services and refer them to the appropriate ABE learning center or outreach program for services.
   b. Establish a business and industry identification and referral network to educate business and industry employers and employees on the importance of workplace literacy and to identify those businesses who are in need of workplace literacy services.
3. Provide programs to meet the needs of adults with limited English language proficiency in conjunction with business and industry.
4. Provide workplace literacy programs designed to update and upgrade basic literacy and occupational skills of employed adults in accordance with changes in workplace requirements, technology, products or services; and to increase productivity in the workplace.

ACTUAL ACCOMPLISHMENTS

1. Compare actual accomplishments to the objectives contained in the approved application.

The Idaho Partnership for Workplace Literacy identified and accomplished the following objectives:

a. Provide GED preparatory courses through the statewide Public Broadcast System for adults who are unable to attend regular programs.

The Idaho Partnership for Workplace Literacy contracted with the statewide Public Broadcasting System for a 43 part GED tape series to provide GED preparatory courses for adults unable to attend regular GED classes. The series began in January 1989. A tape ran every Saturday at 4:00 p.m. and was repeated every Wednesday at 3:00 p.m. These broadcasts were off-aired and tapes were available for use at the ABE centers. There were over 100 inquiries from adults regarding GED courses as a result of these broadcasts.

There was also a computer component available in the ABE centers at the postsecondary schools and to other institutions for use by participants in their efforts to complete the GED. Non-federal in-kind match in the amount of $1,959 was generated by the airing of the GED series on public television.

b. Provide basic literacy skills, high school diploma or equivalency instruction for dislocated workers at sites or locations that are not on campus.

The Kraft Company in Pocatello, Idaho relocated their entire plant to California. Workers had a choice of moving to the new location or staying in Pocatello and finding a new job.

As part of a rapid response effort a survey was sent to all workers to determine their needs including any interested in pursuing a GED. Response to the questionnaire indicated that 38 persons were interested in pursuing a GED at the Kraft plant. A follow-up letter and additional questionnaire was sent to these individuals to determine the best times available for all to meet. Ten responses were received back from this inquiry. As a result of evaluation and testing of these individuals, two dislocated workers were enrolled in GED classes.

2. Establish an identification and referral network.

a. Establish an identification and referral network of social service agencies, employment and training agencies, community based organizations, and JTPA service providers. The statewide network will identify adults who are in need of basic literacy services and refer them to the appropriate ABE learning center or outreach program for services.

As part of the initial three day workshop, workplace literacy coordinators, selected job service personnel, and private industry council members were given instructions on methods to develop a viable network that would be put into place in each region of the state. The regional networks would be linked with the statewide network through the various members and would identify adults needing basic literacy services.

The workplace coordinators located at each of the postsecondary vocational-technical schools in Idaho made monthly contacts with area job service offices, private industry councils, short-term training coordinators, local workplace literacy advisory councils, Adult Basic Education Centers and various other agencies. This statewide network worked together in sharing possible referrals, identifying potential workplace literacy clients, contacting clients, determining types of services most appropriate for clients, (job service, adult education, ESL, JTPA, workplace literacy, etc), and performing job analysis and assessments for clients identified for workplace literacy funding. This network offered valuable assistance and support to the workplace literacy project.

b. Establish a business and industry identification and referral network to educate business and industry employers and employees on the importance of workplace literacy and to identify those businesses who are in need of workplace literacy services.

Over 600 business and industry contacts were made by the workplace literacy coordinators located at each of the six vocational-technical schools in Idaho. These contacts resulted in 31 subproposals being funded and over 50 workplace literacy partnerships being signed. These partnerships provided training to a total of 953 participants. Several companies have continued the workplace literacy effort and are using the partnership format to provide curriculum, resources, and instructional support without the financial support from the grant. For further information regarding types of training provided, companies served and numbers served, refer to the subproposal chart that has been provided.

3. Provide programs to meet the needs of adults with limited English language proficiency in conjunction with business and industry.

A total of eight workplace literacy projects served the needs of 137 participants identified as limited English language proficiency. These projects included language skill training in product quality assurance standards, safety requirements and production quotas.

4. Provide workplace literacy programs designed to update and upgrade basic literacy and occupational skills of employed adults in accordance with changes in workplace requirements, technology, products or services; and to increase productivity in the workplace.

   The majority of the projects were developed to update and upgrade basic literacy and occupational skills of employed adults. Curriculums were developed using company manuals and production schedules as companies made changes in the workplace usually due to technology improvements or product innovations. See subproposal chart for project details.

WORKPLACE LITERACY SUBPROPOSALS FUNDED OCTOBER, 1988 - MARCH 1990
STATE DIVISION OF VOCATIONAL EDUCATION

PROJECT NUMBER & NAME OF PROJECT	DATES OF TRAINING	GRANT AWARD	ACTUAL EXPENDITURES	ANTICIPATED MATCH	ACTUAL MATCH	ESTIMATED # SERVED	ACTUAL # SERVED	PURPOSE OF TRAINING/ASSESSMENT TOOL/RESULTS OF TRAINING
WPL-89-07 BSU--Nampa Wastewater	3/1-5/10/89	1,352.00	1,284.25	3,705.00	1,362.14	16	16	Provide writing and math skills update for treatment plant workers. TABE was the instrument used for assessment. As a result of this training participants were able to communicate written information in a more thorough and concise manner, their basic math skills update reduced errors and helped them to problem solve more effectively. Students also increased their confidence in job performance.
WPL-89-08 BSU--Simplot Food Division	4/5-6/2/89	2,398.00	2,010.48	1,390.00	1,026.00	30	17	Job related reading improvement classes for production line workers. Chart reading is vital in many areas of plant operation and quality control at this company. The Test of Adult Basic Education was the assessment tool used. The participants were given the TABE Locator in order to discern each student's appropriate reading level; however, the students were unable to complete the Locator section of the test. The curriculum addressed vowels and consonants, word blends, reading aloud in small groups, dictionary drills, and the reading of job related safety materials. As a result of this training participants are now able to read charts, chemical labels, warning labels and safety procedures. An example of benefits of this training: one man learned to read sentences and a complete story. Prior to training he could read only isolated words.
WPL-89-09 BSU--Glenns Ferry Police Dept	4/13-6/15/89	800.00	675.23	645.00	655.00	6	7	Writing skills class for officers to improve job performance. TABE was the assessment instrument used. Curriculum addressed writing mechanics, paragraphing, report writing and proofreading. Students actively participated and attended classes regularly. As a result of this training officers reports are more complete and understandable.
WPL-89-10 CSI--Simplot Food Company	4/4-7/20/89 12/6/89-3/27/90	5,949.00	4,849.32	3,187.00	3,187.00	53	100	Job skills enhancement classes focusing on math and reading skills for plant production workers. Assessment tool used was WRAT. Pretest indicated 85% of group scored below 9th grade level. As a result of training 95% of post-test group scored at or above 9th grade level.
WPL-89-11 CSI--Boise Cascade Corrugated	4/4-7/20/89	3,054.00	1,909.87	3,679.00	3,679.00	32	11	Math skill update for plant workers. Project designed to provide needed remediation in basic math skills needed by employees learning a more technical form of quality assurance procedure. WRAT was assessment tool used. Overall results on the math post-test gave 65 of the total 100 incorrect responses registering in problems related to fractions, decimals, and percentages. It was concluded that further needs existed in the areas of math. Additional classes were provided as indicated on WPL-89-38.
WPL-89-13 ISU--Pocatello Fire Dept.	3/21-6/30/89	1,324.00	1,059.91	1,824.00	380.00	40	34	Job related training on computers to enable employees to produce pre-fire plans, training records, reports, and other aspects of job requiring use of computers. Pretraining indicated 80% of participants knew less than 20% of the computer terms given in the pretest. 50% could not turn on the computer and begin a program. At the end of training 100% could turn on their computers and get a program up and running. 100% were also able to define the computer terms in context.

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WPL-89-14 LCSC--Potlatch Corp.	4/4-12/1/89	5,235.00	5,017.83	2,000.00	2,000.00	14	30	Design and implement a new model of training of millwright apprentices to include mechanical as well as reading skills and comprehension. As a result of project, more than 30 apprentices were identified as being in need of enriched curriculum in order to achieve success in their craft training. Project has proven successful in preparing apprentices with basic skills necessary to enter regular apprentice program. This program has the earnest support of company and employees. It is anticipated that similar workplace literacy follow-up activities will be ongoing at Potlatch Corporation plants.
WPL-89-16 ISU--Simplot Food Div.	3/6-6/2/89	2,935.00	1,995.19	3,077.00	2,414.77	14	22	Job specific reading, writing and math skills updates for statistical process control workers. Major goal of project was to help participants in preparing and passing the Resource Improvement Program. As a result of training 12 out of 22 participants passed the RIP test.
WPL-89-17 EITC--Good Samaritan Center	5/8-7/14/89	1,695.13	-0-	1,198.75	1,199.11	31	7	Job specific updates in math and reading for workers in areas of dietary, aides, LPNs, RNs, laundry, maintenance and housekeeping. TABE was the assessment tool used. Training resulted in an average increase of 2.0 grade levels.
WPL-89-18 BSU--St. Al's Reg. Med. Cntr.	6/1-7/27/89	1,118.00	642.05	1,780.00	1,060.00	18	18	Writing skills class to improve productivity. Employee interview and TABE were the assessment tools used. Curriculum addressed paragraph development, letter and memo taking techniques, cause and effect in writing documentation, punctuation and writing practice using job-related skills. This class enabled students to upgrade their writing techniques which is vital to their job when charting patients.
WPL-89-19 BSU--Payette Police Dept.	5/31-8/2/89	1,210.00	1,210.00	780.00	780.00	8	8	Writing skills class for officers to improve job performance. TABE was the assessment tool used. Project design consisted of report writing instruction. Curriculum addressed interviewing techniques, editing office reports, paragraphing, sequencing ideas and documenting information. This class provided officers with knowledge to perform their jobs more successfully by acquiring the writing skills needed to make their written reports more complete and understandable.
WPL-89-20 NIC--Bonner Cnty School Dist.	6/12-11/27/89	252.32	260.53	864.00	372.42	15	9	Writing skills class for officers to improve job performance. CLOZE and staff interviews were the assessment tools used. Project was designed to enhance staff's ability to use and understand computerized climate control system. Individuals involved are now capable of manipulating system and have a thorough understanding of the basic operations.
WPL-89-21 CSI--Boise Cascade Sign Language	6/19-11/8/89	5,015.85	4,617.35	4,102.80	4,102.80	40	21	High noise levels create need for communication in American and English pidgin sign language. A hearing impaired employee provided tutorial assistance to other hearing workers and as a result the hearing impaired person became better integrated into the workplace. The Boise Cascade Education Coordinator felt the sign language class produced excellent results in the areas of enhanced self-esteem, increased understanding and better cooperation among employees. In order for sign language to become a viable means of visual communication for the workplace, however, most employees indicated a desire for additional training. This resulted in Boise Cascade's financial support for a five-week extension to the project. Friendships and competencies developed through the grant. For the first time in twelve years of employment, the hearing impaired employee attended the annual Christmas party.

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PROJECT NUMBER & NAME OF PROJECT	DATES OF TRAINING	GRANT AWARD	ACTUAL EXPENDITURES	ANTICIPATED MATCH	ACTUAL MATCH	ESTIMATED # SERVED	ACTUAL # SERVED	PURPOSE OF TRAINING/ASSESSMENT TOOL/RESULTS OF TRAINING
WPL-89-22 BSU--Simplot	8/14-11/17/89 10/27-12/16/89 2/8-3/22/90	8,130.00	5,607.76	2,291.00	1,360.00	112	70	Job related reading improvement classes. Assessment tool used was "Specific Skill Series Reading Placement Test." Curriculum addressed reading to: draw conclusions, find facts, get the main idea, and draw inference. Vocabulary, word attack skills and word recognition also were included. Students improved their reading ability and were able to read materials posted on the bulletin board at the worksite. Students were pleased with their progress and felt more confident on the job and felt more included in the company. The company's support of the program is evidenced in the fact that two additional programs were held.
WPL-89-23 BSU--Payette Lakes Care Center	8/17-9/7/89	1,259.00	729.53	383.00	334.80	15	16	Job related study skills, text anxiety and test taking tips. Assessment tool used was employee interview. Class was designed to help nurse aides overcome fear of testing and prepare them for certification exam required to continue employment. Curriculum included specific test information and practice, study skills techniques, test taking strategies and a nurse aide practice test. Class participants indicated they learned how to study and that the class helped them relieve the fear of taking exams.
WPL-89-24 EITC--Westinghouse	10/89-1/90	3,373.00	3,143.23	32,000.80	22,178.67	85	62	Gammer skill upgrade. Performance data and observation were techniques used to identify skill deficiencies. As a result of training entire class average rose from pretest average of 39.95% to a post-test average of 68.10%. After reviewing the class evaluations, the company offered this course again.
WPL-89-25 EITC--Law Enforcement	9/25 - 11/28/89	682.30	584.52	12,578.70	4,225.20	62	37	Instruction in work-related Spanish phrases for police and correction officers. Forty students enrolled in class. However, due to job responsibilities, attendance was irregular for many participants. These classes were videotaped for later viewing for those who could not attend classes. Eight students took the final exam. This class was a success for those who regularly attended classes as indicated by test results and by the student evaluations. The pre-test class average was 58.95%, the average score on the final test was 88.75%.
WPL-89-26 ISU--Simplot (Aberdeen)	July - Aug 1989	3,306.20	1,885.28	3,755.00	3,196.25	98	53	Job related computer literacy training--company is completely computerizing operation. Very few employees had even a rudimentary knowledge of computers. A comprehensive pretest was designed with 50 basic questions dealing with basic computer terminology and with hardware and software applications. Average pretest score was 32% correct; average post-test score was 88% correct.
WPL-89-27 BSU--Boise Cascade Wood Prod.	10/17 - 12/21/89	1,289.00	701.44	671.58	415.99	18	10	Job related basic math and reporting writing. The writing and math portions of the Basic Education Skills Check was used as an assessment tool. Curriculum addressed report writing skills and basic writing skills. The math class was designed to upgrade employee skills in math measurements, fractions and decimals. Employees were enthusiastic and felt classes were very beneficial in helping them upgrade necessary skills in writing more precise, complete reports and updating their math skills.

PROJECT NUMBER & NAME OF PROJECT	DATES OF TRAINING	GRANT AWARD	ACTUAL EXPENDITURES	ANTICIPATED MATCH	ACTUAL MATCH	ESTIMATED # SERVED	ACTUAL # SERVED	PURPOSE OF TRAINING/ASSESSMENT TOOL/RESULTS OF TRAINING
WPL-89-28 EITC--East Idaho Reg. Med. Cntr.	9/25 - 12/8/89	1,056.00	969.97	7,875.00	5,407.98	92	36	Descriptive writing classes for nurses. Assessment was done by interviewing two head nurses. They reviewed patient charts and assessments and found a definite lack in descriptive evaluations and incomplete charting and assessments. Classes included: medical terminology, documentation, case studies for review and critique, policies and procedures, creating quality care plan, medical records, and charting medical history. Students increased personal skills in documentation techniques as a result of this project.
WPL-89-29 BSU--McCall General Hospital	10/18 - 12/20/89	2,415.00	1,300.23	2,392.00	1,981.70	12	17	Job related writing skills upgrade. Director of nursing emphasized that good writing skills are vital in nurses' work performance. Writing portions of Basic Education Skills Check were used as assessment tools. Curriculum addressed writing mechanics, paragraphing, uses of topic sentences, report writing techniques and editing. The instructor indicated this training was successful in reaching intended objectives, this was also evidenced by participants enthusiastic responses.
WPL-89-30 LCSC--NezPerce Tribe	11/89-3/90	15,471.72	14,353.53	9,000.00	8,550.00	30	123	Job specific computer literacy training. A total of 123 students were served under this grant. Training brought students' computer operation knowledge to a level that resulted in computer usage on the job. By the end of training participants were comfortable in basic computer operations, competent in basic computer terminology and could successfully operate the basic programs utilized by the Nez Perce Tribe.
WPL-89-31 ISU--American Potato	8/89 - 10/89	1,037.00	312.38	1,037.00	312.38	24	12	Job specific reading skills. Many company employees come from Mexico, Laos, and Vietnam and have difficulty communicating orally with fellow workers and supervisors and in reading memos, safety signs, time sheets and safety manuals. Of the 24 tested on the IRCA Test of Basic English Competency, 10 scored at preliterate and beginning ESL level, 10 at the intermediate level, and three were at the ESL advanced level. Two were at GED level. The teacher indicated that the 12 participants who attended class regularly made significant gains in better communication. Eight of these participants have exhibited an observable change in skill level on the job. Erratic class attendance was due to the beginning of the potato harvest season.
WPL-89-32 EITC--EG&G Maintenance	11/89 - 2/90	6,065.50	4,891.12	69,858.70	56,365.36	59	29	TABE and MDS were assessment tools used. Students increased their grade equivalency scores on the TABE by an average of 2.9 grade levels. Fourteen students participated in the addendum instructional period. Overall net gain was a +7.2 equivalent grade-levels for the instructional period.
WPL-89-33 NIC--Elk Mountain Farms	11/6 - 12/20/89	744.00	312.31	5,555.00	1,795.20	12	11	Job specific bilingual communications. Assessment team interviewed supervisors at facility. Company employs 200 hispanic workers each year at harvest time. In order to communicate successfully with the workers the supervisors completed classes in bilingual communication. Curriculum included a list of agricultural vocabulary essential to hops cultivation, numbers, direction, measurement, time, days and distance. Eleven supervisors participated in this training.

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PROJECT NUMBER & NAME OF PROJECT	DATES OF TRAINING	GRANT AWARD	ACTUAL EXPENDITURES	ANTICIPATED MATCH	ACTUAL MATCH	ESTIMATED # SERVED	ACTUAL # SERVED	PURPOSE OF TRAINING/ASSESSMENT TOOL/RESULTS OF TRAINING
WPL-89-34 NIC--Boundary Cnty Law Enforcement	10-24 - 11/21/89	1,160.00	432.14	8,314.80	2,320.88	27	22	Job specific bilingual communications. Classes were attended by 22 law enforcement officials. Initial assessment revealed that the majority of contacts with hispanic population concerned traffic violations. Curriculum included guidance in pronunciation, time, and language used in a variety of law enforcement circumstances. This project enabled officers to communicate bilingually when asking for driver's licenses, registrations, etc.
WPL-89-35 BSU--Western Trailers	12/24/89 - 1/6/90	2,215.00	323.18	440.00	518.55	20	19	Job specific math and geometry upgrade. No pretesting was done at the request of management. Curriculum included fractions, decimals, and basic geometry designed around work related materials, especially the tape measure. The men attended class regularly and expressed appreciation for the opportunity upgrade their skills and to attend class on their worksite.
WPL-89-36 CSI--Universal Foods	12/89-4/90	19,050.00	19,050.00	6,949.00	6,949.00	156	78	Job skills enhancement classes in math and English as a Second Language. Project was developed to meet company needs of a team-oriented quality assurance program. Steps in observation, interviewing and assessment led to recommendations for training in English As A Second Language and basic mathematics. Enrollment was 58 ESL and 20 math. Approximately 108 hours of computer literacy instruction were given to employees at all shifts in conjunction with ESL classes. Consensus of the company and individual participants reflected they were happy with scheduling, class content, and instruction. Recommendations were made that ways be found to continue the program following grant closure
WPL-89-37 LCSC--American Red Cross	10/18/89 - 1/31/90	2,000.00	1,155.89	600.00	900.00	15	13	Job related computer literacy. The Red Cross local office obtained computers and the staff and volunteers could not operate them. By the end of training participants were comfortable in operating an Apple IIe, competent in basic computer terminology, had some knowledge of the operating system and could successfully operate the basic programs utilized by the local Red Cross office.
WPL-89-38 CSI--Boise Cascade Corrugated Container Division	11/27/89 - 3/26/89	1,189.40	788.44	3,084.00	3,084.00	30	35	Additional job related math skill update for company workers. This project was an addition to a previous WPL math program. Grade level comparisons using the WRAT test for pre/post tests resulted in an increase of 79% at the 9th grade level.
WPL-89-39 BSU--McCall Police Department	2/4 - 3/17/89	374.00	325.65	190.00	210.00	7	10	Work related writing skills. Job analyses of officers confirmed good writing skills are essential in a police officers job performance. The Adult Learning Center Skills Check was assessment tool used. Project design consisted of report writing instruction. Curriculum included interviewing techniques, editing officer reports, paragraphing, grammar usage and sequencing facts. The employees reported the class to be extremely useful. Learned writing skills were immediately put to use. The chief recognized a great improvement in the writing skills of his officers as he reviewed their reports.
TOTALS		**$103,155.42**	**$82,398.61**	**$195,208.13**	**142,325.20**	**1,191**	**953**	

Workplace literacy projects WPL-89-12 and WPL-89-15 were unable to operate and the money was deobligated.

BSU = Boise State University; CSI = College of Southern Idaho; EITC = Eastern Idaho Technical College; ISU = Idaho State University; LCSC = Lewis-Clark State College; NIC = North Idaho College

WORKPLACE LITERACY SUBPROPOSAL MATCH
STATE DIVISION OF VOCATIONAL EDUCATION

WPL-89-07	Facility lease	126.00
	Employee salaries	1,236.14
		$1,362.14
WPL-89-08	Facility lease	306.00
	Registration fee (Paid by company)	170.00
	Employee assessments	550.00
		$1,026.00
WPL-89-09	Facility lease	400.00
	Employee salaries	150.00
	Supplies	35.00
	Registration fee (Paid by company)	70.00
		$655.00
WPL-89-10	Supplies	400.00
	Facility lease	2,595.00
	Equipment lease	192.00
		$3,187.00
WPL-89-11	Instructor salary	672.00
	Fringe	148.00
	Facility lease	2,667.00
	Equipment lease	192.00
		$3,679.00
WPL-89-13	Registration fee (Paid by company)	380.00
		300.90
WPL-89-14	Instructional supplies	500.00
	Facility lease	1,500.00
		$2,000.00
WPL-89-16	Equipment lease	416.00
	Facility lease	1,125.00
	Salary	686.00
	Supplies	187.77
		$2,414.77

WPL-89-17	Supplies	40.95
	Set-up time	20.00
	Employee salary	1,098.16
	Facility lease	40.00
		$1,199.11
WPL-89-18	Facility lease	180.00
	Registration fees (Paid by company)	180.00
	Employee salaries	700.00
		$1,060.00
WPL-89-19	Facility lease	300.00
	Registration fees (Paid by company)	80.00
	Employee salaries	400.00
		$780.00
WPL-89-20	Employee salaries	$372.42
WPL-89-21	Instructor salary	200.00
	Facility lease	2,826.80
	Equipment lease	1,032.00
	Supplies	44.00
		$4,102.80
WPL-89-22	Registration fees (Paid by company)	1,088.00
	Facility lease	272.00
		$1,360.00
WPL-89-23	Employee salaries	174.80
	Facility lease	80.00
	Registration fees (Paid by company)	80.00
		$334.80
WPL-89-24	Travel	623.80
	Supplies	2,494.17
	Facility lease	260.00
	Employee salaries	18,800.70
		$22,178.67
WPL-89-25	Employee salaries	4,045.92
	Facility lease	150.00
	Supplies	29.28
		$4,225.20

WPL-89-26	Equipment lease	900.00
	Facility lease	656.25
	Supplies	1,500.00
	Instructor salary	140.00
		$3,196.25
WPL-89-27	Facility lease	276.96
	Registration fee (Paid by employer)	110.00
	Supplies	29.03
		$415.99
WPL-89-28	Employee salaries	5,039.48
	Facility lease	90.00
	Supplies	278.50
		$5,407.98
WPL-89-29	Supplies	11.70
	Facility lease	160.00
	Employee salaries	1,650.00
	Registration fees (Paid by company)	160.00
		$1,981.70
WPL-89-30	Facility lease	8,100.00
	Registration fee	450.00
		$8,550.00
WPL-89-31	Instructor salary	289.20
	Fringe	23.18
		$312.38
WPL-89-32	Employee salaries	35,134.85
	Facility lease	200.00
	Instructor salary	12,705.00
	Fringe	1,270.50
	Travel	1,670.22
	Supplies	49.70
	Instructional materials	5,336.09
		$56,366.36
WPL-89-33	Employee salaries	1,795.20
WPL-89-34	Employee salaries	2,320.88
WPL-89-35	Facility lease	320.00
	Registration fees (Paid by employer)	190.00
	Supplies	8.55
		$518.55

WPL-89-36	Instructor salary and fringe	2,560.00
	Facility lease	1,606.00
	Equipment lease	1,406.00
	Curriculum development	1,377.00
		$6,949.00
WPL-89-37	Facility lease	450.00
	Equipment lease	450.00
		$900.00
WPL-89-38	Instructor salary	500.00
	Fringe	120.00
	Facility lease	2,464.00
		$3,084.00
WPL-89-39	Facility	120.00
	Registration fees (Paid by employer)	90.00
		$210.00
TOTAL SUBPROPOSAL MATCH		**$142,325.20**

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PROJECT DESIGN

No quantitative numbers to be served or target dates were contained in the approved application. The objectives of each individual subproposal were successful in upgrading the needs and skills of the participants involved. In many cases the actual numbers of participants served were lower than the anticipated numbers. This was due in some cases to classes being held during the work day. Employees were sometimes pulled out of the classes by the press of duties. For further information regarding numbers served, types of training, companies involved, and results of training see subproposal chart that has been provided in this report.

The one component of the Idaho Partnership for Workplace Literacy grant that did not operate as was originally identified was the child care component. Only two claims for child care were submitted for reimbursement. The training classes were often held during the work day or right before or right after work. Since most child care is provided on a daily and not hourly basis, it was not necessary for most of the participants to pay additional funds for child care.

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COOPERATIVE AGREEMENT BETWEEN THE STATE OF IDAHO
DIVISION OF VOCATIONAL EDUCATION
AND
CHILD CARE CONNECTIONS

This Cooperative Agreement is made and entered into between the State of Idaho, Division of Vocational Education, hereinafter referred to as The Division, and the Child Care Connections, hereinafter referred to as CCC.

PURPOSE AND OBJECTIVES

This Cooperative Agreement is made for the purpose of administering the child care reimbursement funds of the Idaho Workplace Literacy Project.

RECITAL

Whereas, the provision of the Idaho Workplace Literacy Project is desirable by both The Division and CCC; and

Whereas, this is an allowable activity under the duties and obligations of The Division; and

Whereas, CCC has the experience and expertise in distributing the funds and providing child care referral assistance to parents; and

Whereas, The Division has WPL funds designated to provide for child care costs for those individuals receiving training outside their normal work hours; and

Whereas, The Division must allocate, monitor and disburse these funds to be used for the Idaho Workplace Literacy Project; and

Whereas, having a written agreement which provides the extent of each parties' obligations will facilitate their cooperation in accomplishing the purpose and objectives of this Agreement.

Now, therefore in consideration of the benefits to be derived by each party:

AGREEMENT

In agreement it is hereby agreed as follows:

I. The cooperative project to be accomplished under this Agreement is the offering of the Idaho Workplace Literacy Project which allows for the payment of child care costs for those individuals participating in training outside their normal work hours.

II. Terms of the Agreement. The Cooperative Agreement shall be effective from January 1, 1989 through December 31, 1989 or until such time as the allocated funds in the amount of $29,200.00 has been expended, which ever comes first.

III. This Agreement may be modified at any time by mutual written consent.

IV. Nothing in the Agreement shall obligate The Division to make payments to CCC using state funds. In the event funds are reduced, terminated or otherwise rendered inadequate to cover one hundred percent of the Idaho Workplace Literacy Project-related costs providing child care reimbursement, all obligations under this Agreement between The Division and CCC shall be reduced accordingly or terminated. All payments are contingent upon The Division's receipt of funds from the Federal Government.

V. Mutual Cooperation. Each party agrees to cooperate with the other to accomplish the purpose and objectives of the Cooperative Agreement and fulfilling its obligations as herein provided.

VI. Specific obligations of the Parties:

A. Division's Obligation: The Division shall reimburse CCC for actual reimbursements made to participants (up to $26,864.00) plus an eight percent (8%) administrative fee (up to $2,336.00) not to exceed a combined total of $29,200.00. Reimbursements to CCC to be made monthly by The Division upon receipt of summary billing and supporting documents.

The Division shall provide information needed by CCC to perform its duties.

B. CCC's Obligations: CCC agrees to provide child care referral assistance to parents who are program participants residing in Ada or Canyon counties. The services will include, but are not limited to, telephone counseling, referral information on child care providers, consumer tips and a mailing "How to Choose Child Care Checklist".

CCC agrees to provide an orientation session for Idaho Workplace Literacy Coordinators on how the WPL Child Care Assistance Program operates. CCC's "How to Choose Child Care Checklist" will be distributed to WPL Coordinators.

CCC agrees to make biweekly reimbursement payments to participants. Child care usage and participants' attendance will be verified with a biweekly attendance report. Reimbursement shall be limited to $1.50 per hour per child while participant attends class during non-working hours.

CCC shall require participants of the WPL Program to submit completed child care receipts, which will be signed by ~~ccc~~ the child care provider and CCC before reimbursement will be made by The Division.

VII. Repayment. CCC agrees to repay funds distributed under this Agreement which are found not to be in accordance with the terms of this Agreement. If CCC refuses to repay such funds, The Division agrees to offset the amount against any other funds to which CCC is or may become entitled under this Agreement.

VIII. Confidentiality of Records. It is expressly acknowledged and agreed that the parties shall observe all confidentiality requirements of Idaho Code and State, Federal and Agency regulations pertaining to any records or information regarding a participant of the Idaho Workplace Literacy Program under this Agreement.

IX. This Agreement may be terminated by the mutual, written consent of both parties. Upon termination, CCC shall be reimbursed for any outstanding expenditures to participants plus the eight percent administrative fee upon submission of a summary invoice within sixty (60) days of the date of the termination.

Dr. Trudy Anderson, Administrator
Idaho Division of Vocational Education

5-26-89
Date

Sharon A. Bigley
Child Care Connections

6/1/89
Date

COOPERATIVE AGREEMENT - 4

Idaho Partnership for Workplace Literacy
Steering Committee Membership

Consortium of Area Vocational Education Schools
Dr. Mel Streeter, Dean
School of Vocational-Technical Education
Lewis-Clark State College
8th Avenue & 6th Street
Lewiston, ID 83501
Phone: (208) 799-2225

Idaho Association of Private Industry Councils*
Dr. Jerry Beck, Director, Continuing Education
College of Southern Idaho
P.O. Box 1238
Twin Falls, ID 83303-1238
Phone: (208) 733-9554

Department of Employment
Jane Daly, Administrator
Employment Services and Training Division
317 Main
Boise, ID 83735
Phone: (208) 334-6131

Adult Basic Education
Richard Sparks, ABE Program Director
School of Vocational-Technical Education
Idaho State University
Phone: (208) 236-2468

State Division of Vocational Education
Dr. Trudy Anderson, State Administrator
State Division of Vocational Education
650 W. State, Room 324
Boise, ID 83720
Phone: (208) 334-3216

Governor's Office
Alice Koskela, Special Assistant to
Governor Cecil D. Andrus
State Capitol, 2nd Floor, West Wing
Boise, ID 83720
Phone: (208) 334-2100

*After January 1, 1990, representative from IAPIC will be:
Representative Judith Danielson

Work Address	Home Address
Idaho State Legislature	P.O. Box 724
State Capitol Building	Council, ID 83612
Boise, ID 83720	Phone: (208) 253-4850
Phone: (208) 334-2000	

WORKPLACE LITERACY STEERING COMMITTEE MEETING

LBJ Building--650 West State
Bureau of Disaster Services Conference Room
Boise, Idaho

FINAL AGENDA

Monday, January 29, 1990
8:30 a.m. - 1:00 p.m.

Welcome Introductions Minutes	Dr. Trudy Anderson
Project Update	Dick Winn
Updates and Summations	WPL Coordinators
Topics for Discussion Policy Implications of WPL Programs State Level Institution Level Processes/Procedures to Expedite Effective Programs Private Sector Needs, Constraints, Perception of WPL Programs Alternatives for Continuation of WPL Project if Federal Funds are not Available	
Evaluation	Dr. Tom Owens

WPL Agenda
and
Twin Falls Visitation Schedule

January 29, 1990

8:30 a.m. - 2:00 p.m.	WPL Steering Committee Meeting
4:00 p.m.	Boise Cascade Container Division Mr. Cecil Ward--LBJ Building

January 30, 1990

8:00 a.m.	Leave Red Lion Downtowner
10:30 - 11:00 a.m. 11:30 a.m.	Meet with Dr. Orval Bradley and Marilyn Stevens Dr. Neil Cross, Marilyn Mecham
12:00	Lunch with Universal Foods
1:00 p.m.	Meet with Mr. Walt Stowman Mr. Dave Hess
2:00 p.m.	ESL Class - Universal Foods
4:00 p.m.	Math Class - Universal Foods
5:00 p.m.	Wrap-up with Universal Foods (if necessary)
5:30 p.m.	Wrap-up with College of Southern Idaho (if necessary)
9:00 p.m.	Arrive Red Lion Downtowner

WORKPLACE LITERACY STEERING COMMITTEE MEETING
January 29, 1990
LBJ Building--Disaster Services Conference Room
Boise, Idaho

WPL Steering Committee Members Present
Dr. Trudy Anderson--State Div. Voc. Ed.
Richard Sparks--ABE Director, ISU
Jane Daly--Dept Employment
George Dignan--Assn. Private Ind. Councils
(Substitute for Judith Danielson)

WPL Coordinators Present
Dean Hoch--ISU
Marti Felicione--EITC
Allison Gilmore--NIC
Cheryl Engle--BSU
Marilyn Sloan--BSU
Jim Lydon--LCSC

Others Present
Diane Redding--Dept Employment
(Substitute for Cheryl Brush)
Tom Owens--Northwest Regional Education Laboratory
Shirley Spencer--Dept Education
Dick Winn--State Division of Vocational Education
Nancy Woodruff--State Division of Vocational Education

Meeting convened at approximately 8:45 a.m. Dr. Anderson ask steering committee to review minutes of last meeting and ask if there were any comments and/or discussion of the minutes. Motion was made to approve minutes, motion was seconded and approved.

Project Update

Authorization has been granted to extend WPL project through March 1990. Idaho was one of 20 states that requested an extension Rationale for extension was basically the same for all requests. More time was needed to introduce concept of workplace literacy to companies. Application for new grant has been made. We have not heard yet if we have been successful in obtaining new grant.

Dick Winn ask WPL coordinators to go back to their institution's accounting people and make sure they have identified all matching activities on WPL projects on an on-going basis. This match has to be reported to the federal government at the end of the project. If match can't be verified, we may have to pay back the dollars.

Questions/Concerns

Dr. Anderson asked if there were any questions or concerns concerning WPL.

Dean Hock asked if coordinators should quit writing projects since there is only $3,000 left in WPL budget for subproposals. Dick Winn indicated that the deans/directors at each of the postsecondary vocational-technical institutions were given carryover dollars which could be used for additional WPL projects. This money can also be used for other purposes. It was suggested that coordinators talk with dean/director at their institution to discuss this further.

Application for New WPL Grant

Richard Sparks commented that there seemed to be less dialogue with federal government regarding application for the new WPL grant. Richard asked if state office felt there was any hope of getting the new grant.

Dick Winn indicated that some of the reasons for the delay in granting new WPL projects were:

- US Dept of Education had to hire new readers to read proposals, for some reason the first group of readers did not work out.
- Most all projects funded the first time resubmitted applications for continuation. Feds waited until the end of December so they could review final reports of WPL projects that ended in December.

We should know by mid February if we were successful in getting refunded.

Dr. Anderson commented that some of the competition is going to be stiff and we need to give consideration to "what if" if we are not refunded.

Coordinator Reports

Jim Lydon--LCSC

Nez Perce Indian Tribe--When project is completed we will have run 90 individuals through computer literacy class. They are requesting an addendum to run another project as soon as we can solidify funding.

Omark Blount--Interested in computer training.

Law Enforcement in Lewiston would like some Spanish classes.

Marilyn Sloan and Cheryl Engle--BSU

Emphasis has been on outlying areas. Have had about 9 or 10 projects. McCall has been very enthusiastic in regard to WPL projects. Classes have been small but attendance has been great.

Simplot has been a good corporation to work with.

Overall BSU has served close to 200 employees.

Marti Felicione--EITC

Many of projects have come to an end. Did some one-on-one company projects and some cooperative projects between agencies. EG&G and Westinghouse both have addendums to original projects. Federal agency now investigating law suit at EG&G. EG&G employees are very appreciative of classes and feel instruction has helped them in their jobs.

Dean Hoch--ISU

We have similar situation at FMC. Management wanted everyone tested and the union did not agree. The project has been stopped. FMC has been hit with a lot of environmental problems and right now are fighting for survival. They also have new drug test training program. WPL training is not high on list of priorities for now. Dean brought a request for an addendum to the Simplot Computer Literacy training. This project has gone extremely well.

Allison Gilmore--NIC
Extended bi-lingual communication classes at Elk Mountain Farms and the Police Department. WPL project did a lot for establishing good public relations for NIC in Boundary County. Allison indicated she and Bernie Knapp talked to Coeur d'Alene Indian Tribe in DeSmet about possibility of supplementing programs they already have, using whatever funding becomes available.

Feed Back

Dr. Anderson asked for comments regarding ABEs role in the WPL project. Richard Sparks commented that the advertising is wonderful. Some people may be reluctant to admit to employer they don't have GED, but will enroll at ABE Center to get training needed to secure their job.

Dr. Anderson asked how successful the WPL project has been in terms of input from local advisory committees, job service, and private industry. Cheryl Engle commented that the whole health care problem in connection with certification came out at an advisory committee meeting. She felt it was important to have a large enough advisory committee, and hopes the local advisory committee effort continues.

Policy Implications of WPL Programs

Dr. Anderson pointed out there were four main players involved in the WPL project: Department of Employment, Private Industry Councils, vocational-technical system, Adult Basic Education (not including CAVES and the State Division of Vocational Education together as one). She suggested that a policy might be very appropriate at the state level and maybe even agreed upon by all those entities.

Jane Daly indicated she was very supportive of keeping the steering committee composition. She said it has helped her at Department of Employment, and doesn't want it to dissipate. Shirley Spencer commented if WPL is not refunded that we need to be open to new options of addressing workplace literacy. The need for a state group exists. George Dignan agreed it would be good at a local level to talk about delivery.

Dr. Anderson said she would be willing to write a letter to the Secretary of the Department of Education and the Secretary of the Department of Labor and other entities.

Processes/Procedures to Expedite Effective Programs

New proposal was designed to eliminate unnecessary paperwork regarding approval of WPL proposals. If the WPL application is approved, $7,500 will be available at each postsecondary school for funding proposals. The coordinators will still need to submit to the steering committee and technical review committee objectives of proposal, methods of carrying out proposal, and expected results of proposal. If the proposal is over $7,500, coordinators would submit project for review to the steering committee as was done in the past. After $7,500 is depleted, coordinators must submit request for another $7,500 to steering committee.

Private Sector Needs, Constraints, Perception of WPL Programs

Coordinators felt companies know what their training needs are. Companies have problem with the term "workplace literacy". Coordinators have called it "job related basic skills enhancement," "workplace learning," "training," and "productivity improvement activities" so companies are more receptive to the idea of WPL.

Assessment is a concern of coordinators. Dr. Anderson commented that nobody has a answer on this. TABE and CASAS are the two tools used primarily, looks like CASAS will be the tool used in the future. Coordinators indicated that testing is threatening to companies as well as employees, but coordinators felt testing is necessary to measure progress.

Alternatives for Continuation

Dr. Anderson pointed out that Dick Winn mentioned earlier in the meeting that some funds were available as an institution option. These are one-time funds --carryover from last year--that need to be spent this year. That is one potential for continuation for the current year. The real issue is on-going money. She indicated there is a person in the State Division that reads the Federal Register. There appears to be labor money available. Jane Daly recommended that a statewide committee could pursue funding avenues.

Dr. Anderson asked the group if they felt private industry would be willing to support workplace literacy. Response was that companies would be willing to support workplace literacy, but not the coordinators salary. There was discussion on whether or not fees should be charged for company workers to attend WPL training.

Evaluation

Tom Owens, Northwest Regional Education Laboratory is responsible for the evaluation of the WPL project. Tom handed out two evaluation questionnaires. One form is to be filled out by employers whose company received a WPL grant. The other questionnaire is to be filled out by the WPL Coordinators. He will be visiting several WPL projects while he is in Idaho, and will talk with supervisors and training coordinators at these projects.

There was discussion on how to market WPL training classes so people will attend training. This seems to be one of the hardest aspects in delivery of WPL projects. Interest is usually high when classes are advertised but often times the projected number of students do not attend training.

Tom asked the WPL Coordinators if companies recognize participants after they have received training. The response was that many companies have a reception for these employees and give them certificates of completion. In most instances however monetary gain has not been a result of taking training.

Dr. Anderson requested that Tom interview Jerry Beck, a former member of the WPL Steering Committee, while he is conducting WPL interviews in the Twin Falls area.

The meeting was adjourned at approximately 1:00 p.m.

nw

Workplace Literacy Steering Committee
Shilo Inn - Idaho Falls
September 11, 1989

Present:			
	Jerry Beck	Ann Stephens	Dick Winn
	Jane Daly	Trudy Anderson	Judy Burns
	Mel Streeter	Gordon Jones	Cheryl Scroggins
	Marti Felicione	Jim Lydon	

Project Update

Dick Winn provided a list of WPL projects to date. When the grant was first submitted it was speculated that projects would run approximately $3,000 to $4,000 each. Total expenditure to date is $41,000. The matching funds are around $69,000 if all the match identified is received. There is $70,000 remaining. Match in the amount of $119,000 will be required if all funds are distributed.

The U. S. Department of Education has been contacted to request a ninety day extension on the current grant.

Marti Felicione, Workplace Literacy Coordinator from EITC feels that the first year has been basically a developmental year. The length of time between the initial contact with an employer and the actual inception of a project is too long. It has been a minimum of at least two months. She feels there is a lot of potential, but most of the first year has been spent in educating prospective clients about the project. Currently projects seem to be taking less time, as business and industry become more aware of the Workplace Literacy Project.

Marti Felicione requested permission to write a project for EG&G of Idaho and bypass the forms due to the confidentiality of the information.

A motion was made and carried to accept the project from Marti Felicione without going through the outlined procedure.

Application for New Grant

There needs to be revision of the process for applying to start a project. Forms need to be revised to facilitate the time required to obtain project approval.

GED Tapes - Coordinators did not feel they could confirm the validity of the tapes because they do not have adequate information. They do not know whether the tapes helped to bring more participants into ABE centers and could not provide information as to the use in libraries. The coordinators did feel that the tapes were effectively utilized at the schools and work sites.

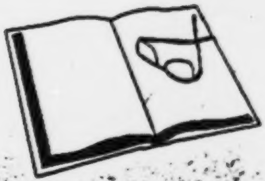
It was suggested that if the tapes are used in the future a system should be developed to measure their usefulness.

Trudy Anderson suggested that the partnership reapply for a grant to include the child care, but not make it a line item so there is more flexibility.

There needs to be a more efficient way to distribute the funds and hold postsecondary schools accountable for the goals of the project. The suggestion was made that the Steering Committee set standards and goals and pass that criteria down to the local level. Local level could apply for blocks of money based on production criteria and make quarterly or bi-quarterly reports to the state office. More time should be allotted for coordinators to work on the projects.

A motion was made and carried to include the items of discussion into the grant process.

The next meeting of the Steering Committee will be scheduled for the second week in November.



WORKPLACE LITERACY STEERING COMMITTEE MEETING

JULY 24, 1989

RED LION/RIVERSIDE
CLEARWATER ROOM

AGENDA

Monday, July 24, 1989
8:30 a.m. - 12:00 noon

Welcome Introductions Minutes	Dr. Trudy Anderson
Evaluation	Dr. Tom Owens
Project Update Financial Report Workplace Literacy Coordinators	Linda Dutton
Future Meeting Dates	
Other	

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WORKPLACE LITERACY
STEERING COMMITTEE MEETING
Monday, July 24, 1989

COMMITTEE MEMBERS PRESENT	OTHERS PRESENT
Trudy Anderson	Dick Winn
Richard Sparks	Linda Dutton
Mel Streeter	Shirley Spencer
Cheryl Brush (attending for Jane Daly)	Bernie Knapp
Jerry Beck	Bill Robertson
Teresa Sandmann	Ken Erickson
	Dr. Tom Owens
	Nancy Woodruff

WPL COORDINATORS PRESENT
Marilyn Sloane
Allison Gilmore
Cheryl Engle
Brent Studer (is now a Business & Industry representative)

The meeting convened at 8:30 a.m. in the Clearwater Room of the Red Lion/Riverside with Trudy Anderson presiding.

Trudy Anderson invited the Steering Committee members as well as the Coordinators to stay and attend the 1989 Vocational Educator's Summer Conference and banquet.

A motion was made to approve the minutes of the May 22, 1989 meeting.

Marilyn Sloane commented that on the first page under St. Alphonsus Regional Medical Center "contingent upon having the WPL-43 signed by the cooperating agency"--there was not a cooperating agency.

Dick Winn and Linda Dutton explained that the required signatures were on the WPL-55. When the 43 was first designed that cooperating agency signature line was not for the business. That was a misunderstanding. That line is to be used if two or more agencies are cooperating together on a grant. The 55 is for business's signature.

The motion to approve the minutes was moved and seconded.

Project Update

CSI

CSI has one project pending; no child care claims have been filed; hard to monitor usage of GED tapes at ABE Center, Boise Cascade and Simplot.

Trudy indicated that Jerry Garber would like to keep these tapes running as an available resource. Need a way to get information on how often theses tapes are being used to justify keeping as a resource.

ISU

Has five projects pending.

EITC

Has projects pending at the hospital, EGG, Westinghouse and the police force; one child care claim has been submitted.

Boise State University

Two projects pending

Simplot--This is a continuation of previous WPL project.

Payette Lakes Care Center--Many of nurses-aides are having text anxiety in relation to OBRA test. This proposal, if approved, will help them learn how to study for this test. Trudy suggested that Dick Winn and Sandy Davis discuss this proposal and see if something similar could be done in other areas of the state.

Two child care claims have been submitted. It was pointed out that reasons for lack of child care claims could be:

- Training attended mostly by male employees
- Training held during work hours
- Child care paid for by the day, if training is only a few hours no additional payment to child care provider would be necessary

There was discussion regarding whether or not grant participants are aware of child care provisions and what the feelings of CEOs and managers are regarding child care.

Dick Winn suggested that Steering Committee might want Tom Owens to work on child care issue. He talked with Nancy Brooks in Washington DC. She indicated other states are also having trouble getting child care component off the ground.

North Idaho College

As soon as amnesty ESL program is finished, there is a real need for Spanish instruction for basic communication--this could be on-going program each year.

Trudy Anderson pointed out that Workforce 2000 has some very interesting data in it regarding the Hispanic population. It is the fastest growing population in the state. Odds are 50/50 they will graduate from high school. Bilingual communication could be a real WPL issue.

Trudy indicated that copies of Workforce 2000 would be mailed to everyone attending meeting.

Lewis Clark State College

No projects at this time. WPL local steering committee member from OMARK is attending summer conference.

Size of Projects

There was discussion as to size of projects--most of them are for a small amount of money. Coordinators felt WPL is a new concept and a hard program to get started. If this program continues on it would be easier to fund bigger projects now that they have an idea of what to expect.

There were inquires made regarding continuation of WPL project.

Policy Document

A draft WPL policy document was passed out to members attending meeting. This document was reviewed. There were questions regarding level of training--below baccalaureate level. There were also questions regarding assessment. Trudy Anderson asked that everyone review this document and phone in changes to her. A finalized version will be sent out after suggestions for revisions are received. This document will give the WPL Coordinators more direction in writing grants.

Tom Owens--NWREL

Tom Owens of the Northwest Regional Education Laboratory is responsible for the WPL project evaluation. He reported that other statewide WPL grant recipients have also found that:

- 90-day start-up period stretched longer than the 90-days anticipated;
- most of training does not take place in college setting;
- they are under time constraints to meet quotas as well as deliver the program.
- lack of action regarding child care provision.

He passed out an interim report and indicated he would be visiting some local WPL projects while in Boise for Summer Conference.

There was discussion regarding pressure from middle management to meet work quotas and still let workers attend training. What is first priority--work quota or training.

Meeting Dates

The next steering committee meeting will be held in conjunction with the Idaho Job Training Council meeting in Idaho Falls. The meeting is scheduled for September 11. Members will be contacted with information for specific time and place of meeting. Future meeting dates will be decided at that meeting.

It was suggested that the Workplace Literacy Coordinators attend the WPL steering committee meeting in Idaho Falls as well as the first portion of the Idaho Job Training Council meeting. They would have to coordinate their travel with other people in their area attending the IJTC meeting, since they do not have specific travel money earmarked in their budget for this meeting.

The motion was made and approved to adjourn.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
9:00 a.m.
May 22, 1989
Voc. Ed. Conference Room

AGENDA

Welcome	
Project Update	Linda Dutton
Project Approval (new proposals)	Dick Winn

NIC - 3 submitted - returned for negotiation

LCSC -

BSU - St. Alphonsus Regional Medical Center
Payette Police Department

CSI - Boise Cascade Corrugated Container

ISU -

EIVTS-

Meeting Dates

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
May 22, 1989

COMMITTEE MEMBERS PRESENT	OTHERS PRESENT
Trudy Anderson	Ann Stephens
Richard Sparks	Dick Winn
Mel Streeter	Shirley Spencer
Jane Daly	Linda Dutton
Jerry Beck	
Karma Metzler (attending for Alice Koskela)	

COMMITTEE MEMBERS ABSENT

Alice Koskela

The meeting convened at 9:00 a.m. in the State Division of Vocational Education Conference Room with Trudy Anderson presiding.

A motion was made and carried to approve the minutes of the March 27, 1989 meeting.

Project Update

A list of the current Workplace Literacy Grants indicating amounts funded was provided to committee members. The information requested at the last meeting regarding male/female participants follows.

	Females	Males	
BSU	8	32	(1 child care participant)
EIVTS	23	1	(3-4 interested in child care)
ISU	15	39	
LCSC		15	
CSI	11	20	

The Workplace Literacy Coordinators have been advised to contact their local Job Service office regarding the use of the GED tapes by dislocated workers.

Project Approval

BSU - Payette Police Department

The motion was made and carried to approve the proposal for $1,210.

BSU - St. Alphonsus Regional Medical Center

The motion was made and carried to approve the proposal for $1,118 contingent upon having the WPL-43 signed by the cooperating agency.

CSI - Boise Cascade Corrugated Container

The motion was made and seconded to approve the Boise Cascade Corrugated Container proposal. The motion was defeated by voice vote.

It was the consensus of the committee that the project could not appropriately be classified as a workplace literacy activity. The project will not be reconsidered unless it falls under a clarified definition of workplace literacy.

Document of Policy for Idaho Partnership for Workplace Literacy

Additional clarity will be added to the basic explanation of workplace literacy as it relates to the limitation of resources through Adult Basic Education, inadequacy of funds in the Vocational Education area, the mission of "filling the gap", and assessment. It will be refined with definitions and specific language as stated in the proposal for the grant. A draft of the Document of Policy will be provided to the committee and the coordinators before it is finalized.

Update on Grants

Computerized Auto Body has been cancelled due to time constraints and inadequacy of the software.

Del Monte project at EIVTS has not started due to the company being sold.

ISU - Pocatello Fire Department is complete.

Meeting Dates

The next meeting is scheduled for July 24.

Projects received in the interim will be approved by contacting each committee member individually by phone.

Tom Owen from NWREL is tentatively planning to attend the July 24 meeting.

Other:

Regulations for the Workplace Literacy Program as published in the Federal Register of April 12, 1989 were reviewed.

Jane Daly proposed that 432.2 (a) (2) be amended to read state employment service agency rather than employment and training agency.

Steve Reader of NWREL will be holding two seminars in Oregon in July and September. The July conference will be presented by Tom Sticht and the September conference will focus on human resource personnel from industry. Some employers in Idaho may be invited.

Jerry Garber, PBS has requested information as to the utilization of the GED tapes. Shirley Spencer will contact the ABE Directors and provide this information at the next meeting. Mr. Garber is interested in readvertising and promoting the use of the GED tapes.

Reapplication

A motion was made and carried that the current partnership reapply for a second year and include Adult Basic Education as a partner.

The meeting adjourned at 11:45 a.m.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING

9:00 a.m.
March 27, 1989
Voc. Ed. Conference Room

AGENDA

Welcome		
Project Update		Linda Dutton
Project Approval		Dick Winn
NIC -		
LCSC -	Potlatch	
BSU -	Simplot Food Glenns Ferry Police Department	
CSI -	Boise Cascade Simplot	
ISU -	Pocatello Fire Department Simplot (revised)	
EIVTS -	Del Monte Foods	
Financial Report		Linda Dutton
Regional Networks		
Meeting Dates		
Other:		

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WORKPLACE LITERACY
STEERING COMMITTEE MEETING
March 27, 1989

COMMITTEE MEMBERS PRESENT

Trudy Anderson, Chairperson
Richard Sparks
Mel Streeter
Jane Daly

COMMITTEE MEMBERS ABSENT

Alice Koskela
Jerry Beck

OTHERS PRESENT

Ann Stephens
Dick Winn
Shirley Spencer
Linda Dutton

The meeting convened at 9:00 a.m. in the State Division of Vocational Education Conference Room with Trudy Anderson, Project Director presiding.

The minutes of the January 30, 1989 meeting were approved with the exception of the reference to the $5.00 per participant charge at BSU. This should be corrected to read $8.00 registration and delete the $90 administrative cost.

A motion was made and carried to approve the minutes with the noted correction.

Project Update

Linda Dutton provided an update on present activity.

All coordinators were contacted to receive input about their perception of the progress of the programs and the establishment of the committees at the local level. Information was provided on pending proposals and business contact from each area. They were also requested to provide information about the cooperative link with Job Service and Workplace Literacy Coordinators.

BSU - One program is in operation which is going very well. They have not had requests for child care. Job Service participation is excellent. The local committee has been established and one meeting has been held.

CSI - Local committee is in place. They have not had any request for child care to date. Job Service participation is excellent.

EIVTS - Have two additional applications pending, one with Good Samaritan Hospital and EG&G of Idaho. There has been no request for child care. Rapport with Job Service is excellent. Local committee has met a total of three times and will have another meeting in May.

ISU - Has an application pending with NonPariel Corporation. There is a possibility that Simplot will be closed for one month this summer which may present the opportunity for child care. The local committee is in the planning stage.

LCSC - Has an application pending with Nez Perce. There has been no request for child care. The local committee is in place and meets on an as needed basis.

NIC - Have proposals pending with Bonner County School District, AID, and Wallace Inn. A Literacy Council is in place locally and is working with the coordinator.

All coordinators feel the analysis and assessment process is too time consuming.

Project Approval

LCSC

Enriched Apprenticeship Training (Potlatch Corporation)

The motion was made and carried to approve the Potlatch Corporation proposal for $5,235.

Computerized Auto Body Management (5 Employers)

The vote of the group approved the Computerized Auto Body Management proposal for $750.00.

BSU

Simplot Food Division

The motion was made and carried to approve the Simplot proposal for $2,398.00.

Glenns Ferry Police Department

The motion was made and carried to approve the Glenns Ferry Police Department proposal for $800.00.

CSI

Simplot Food - Heyburn

Boise Cascade Corrugated Container

The motion was made and carried to approve the project contingent upon the staff reviewing the supply budget with the potential of reducing it if appropriate. Clarification is required as to whether the texts will remain in the school or be given to the student.

ISU

Pocatello Fire Department Computer Training

The motion was made and carried to approve the proposal for $1,324.00.

EIVTS

Del Monte - Communication and Computation Upgrade

The motion was made and carried to approve the proposal for $1,752.94.

Financial Report

$120,800 was set aside from the grant for programs. With projects approved to date a total of $25,814 has been spent leaving a balance $94,986. Committed match at this time is $32,437, which is $76,500 short of total required match.

Regional Networking

Trudy Anderson suggested using the local steering committee to establish region-wide networks by using a forum to bring in other providers. The forum would result in the development of local plans to be exchanged from region to region. The grant requires establishment of regional networks. This idea and others will be discussed further at the next meeting.

Meeting Date

The next meeting will be scheduled for the second or third week in May.

Projects will be distributed and approved by telephone if necessary prior to the next meeting.

Other:

Richard Sparks has a $40,000 match in computer equipment dontated by Apple to be utilized in the workplace literacy setting. These will be established in mobile units to be utilized at various sites.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING

January 30, 1989
9:00 - 11:00 a.m.
Voc. Ed. Conference Room

AGENDA

Welcome	
Progress Report--activities in each region	Linda Dutton
Amended Forms & Procedures	
Child Care Provisions	Ann Stephens
Others	Linda Dutton
Project Applications - Requests for Approval	
Boise State University	
Other:	
Adjourn WPL Steering Committee Meeting	
Adult Basic Education	Shirley Spencer, SDE

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WORKPLACE LITERACY
STEERING COMMITTEE MEETING
January 30, 1989

COMMITTEE MEMBERS PRESENT

Trudy Anderson, Chairperson
Jerry Beck
Richard Sparks
Alice Koskela
Mel Streeter
Jane Daly

OTHERS PRESENT

Ann Stephens
Shirley Spencer
Linda Dutton
Pat Schubert

The meeting convened at 9:10 a.m. in the State Division of Vocational Education Conference Room with Trudy Anderson, Project Director presiding.

A motion was made and carried to approve the minutes of the December 15, 1988 meeting.

Progress Report

Business and industry contact network--distributed 500 informational brochures to each school and a total of 700 to the Department of Employment. The coordinators have indicated that the brochures have gone to individual businesses, Chamber of Commerce, PIC, Department of Employment and some of the Social Service networking areas. The coordinators have been advised to put more specific information in their January monthly report as to the distribution.

BSU has a proposal for review at this meeting and has mailed 300 brochures with a letter of explanation. Five agencies have expressed interest.

NIC has a prospective program with Unitech and another good prospect to hopefully submit for the March meeting.

EIVTS has been working on a large project with INEL, but there is no determination as to whether the money can be used as match or whether it retains its identify as federal money. They have four others expressing interest in the project.

CSI had a prospective proposal with Ore-Ida which apparently has now been funded by Ore-Idaho.

ISU is revising a proposal with Simplot and have two additional prospects identified.

LCSC reported no prospects at this time.

Staff training to date has consisted of orientation in October, audio conference in November and the staff conference in December. There may be need to do additional staff training with the coordinators, short-term training directors and ABE director. It has been suggested that the group meet again and have a resident "expert" provide methods on business contact. There is no monetary provision in the grant to do additional staff training.

GED tapes started running on January 14. PSA's were sent to all the media within the state.

Amended Forms & Procedures

Form WPL-27A,-27B, and -55 have been revised by deleting some of the repetitive information.

The 27A is the Individualized Development Plan which the instructor would go over with the employee prior to class beginning. Employee would retain a copy of this form.

The 27B would serve as reporting mechanism at the end of the project. This form would be filed only at the school.

The -55 has been shortened by eliminating the questionable statements.

It was suggested that the word testing be replaced with the term assessment. It was also recommended that this form be personalized to each employer situation by utilizing automated equipment at the local level.

The revised WPLP forms were reviewed. Child Care Connections feels they need to have a receipt from the participant before they can release the check. Child Care Connections will develop the form. The checks will be issued twice a month. The statement "I verify that there is no other adult in the home that can provide child care during this training time." was questioned with regard to discrimination. Ann Stephens will check on this. Maximum rate is $1.50/hr. Revise to read, "I understand that the maximum that can be paid for the care of my child is $1.50/hr." This should only be addressed once on the form.

Attendance report is for Coordinator and CCC. The participant will provide a receipt to CCC for payment. There is no involvement with IRS as long as the appropriate accountability is in place to the project.

It was moved and seconded that the forms be accepted with the suggested revisions.

Project Applications

A project from BSU has been submitted for the Wasterwater Treatment Plant in Nampa. The technical review process indicated that they cannot include indirect cost. This will be deleted from the proposal and it will be recommended for approval. It is also recommended that it is a reasonable request to include a $5.00 per participant charge that would help to defray the cost of the paperwork through the institution. This could be considered Administrative Cost for a total of $90.

It was moved and carried that the Proposal from BSU be accepted with the deletion of the Indirect Cost in the amount of $100 and placing this under Administrative Cost at the rate of $90.

Other:

The Committee feels that they should assume the role of fostering the continuance of training after the project has completed their obligation by promoting it through public awareness.

A copy of BSU's approved proposal should be forwarded to the Coordinators for use as prototype in their development.

Public awareness- DOE was to be the key contact as the grant is written. Jane Daly reported a concern that the DOE was not being involved with initial business contacts nor with the job analysis and followup.

DOE sees their role as employer relations entity...offered in the partnership to be public relations arm. Saw coordinator coming to Job Service for information as to which employers may need help. DOE should have ongoing information on the progress of the program. Resolve through local steering committee.

The WPL Steering Committee will work to resolve the issue of coordination between Job Service and the WPL Coordinator.

DOE would like feedback from Linda Dutton as to what issues are developing in the field.

Projects will be forwarded as they are recommended by the technical review committee. Conference calling will be utilized if necessary to make final approval.

The meeting adjourned at 10:50 a.m.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING

December 15, 1988
9:00 -11:00 a.m
Opal Room
Red Lion Riverside

AGENDA

Formative Evaluation Process	Dr. Tom Owens, NWREL
Project Child Care Provisions	Child Care Connections representatives Ann Stephens, SDVE
Approval of Applications	Committee
Establishment of Steering Committee Meeting Dates	Trudy Anderson

Other:

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
December 15, 1988
Red Lion Riverside

COMMITTEE MEMBERS PRESENT	OTHERS PRESENT
Trudy Anderson, Chairperson	Tom Owens, NWREL
Jerry Beck	Ann Stephens
Richard Sparks	Pat Schubert
Alice Koskela	
Darrell Lewis (for Mel Streeter)	

Absent: Jane Daly

The meeting convened at 9:15 a.m. in the Opal Room of the Red Lion Riverside with Trudy Anderson, Project Director presiding.

Alice Koskela, Dr. Tom Owens and Darrell Lewis were introduced.

A motion was made and carried to approve the minutes of the November 10, 1988 meeting.

Formative Evaluation Process

Dr. Owens summarized the meeting he had with Nancy E. Smith, U. S. Department of Education, Workplace Literacy Project Director in Washington, D.C. Ms. Smith is new to the area of workplace literacy and continues to execute other assignments in addition to this project. Dr. Owens was interested in determining what her perception of the evaluation would look like---what she would be interested in and what type of information the Department is looking for. She indicated that she felt the evaluation should be providing technical assistance to the program. She is looking for something more than an end-of-year project report that would come in as a final document. The interest is mainly in the success of the project and characteristics that lead to successful partnerships with industry and education.

Seattle King PIC has also been funded for a workplace literacy project and Dr. Owens will try to find out what this project involves and the monitoring approach it will assume.

Ms. Smith referred Dr. Owens to Bill Delaney in the Department of Labor as a person knowledgeable about the workplace literacy project. Dr. Owens distributed summaries of his notes from the two conferences in D.C. and a project description. The first phase is to develop an instrument to be utilized to give a general picture of the level of workplace literacy of the group involved. A multiple matrix sample process which gives individuals tested approximately 500 items is being used. From this sampling of each person they will put together a composite picture of the total group. The second phase of the project which assembles individually reliable measures of literacy will not occur for approximately one year.

Dr. Owens contacted Jewels Goodason from Educational Testing Service and will find out from him what type of assessment instruments may be available at the present time. Currently there is a background survey available in terms of type of information they are collecting on adults in the workplace for JTPA clients.

Dr. Owens feels it is necessary that the project continue to be in contact with the Department of Labor and keep them informed of the progress as they have a strong interest in workplace literacy.

Based on the discussion of the meeting, reading the proposal and the material presented at the conference, Dr. Owens will develop a design to identify what the steps will be for the evaluation during the year. It will focus largely on gathering information that would be useful for program improvement in contrast to information that would be usable only by external people, that might be looking only at outcomes. The evaluation will look both at needs the program is serving, and processes that are being used to summarize documentation that is being done by workplace literacy coordinators. The first purpose would be the improvement and modification of the project as it takes place, based upon information from the first few months for refinement and reshaping the project. The second purpose would be to adequately document what effect takes place so that other states that are interested in a state approach to workplace literacy might access the information. A third use of the information would be if you are in a position after the federal funding to want to continue receiving funds from private industry and other sources, clear documentation of what took place, what problems were encountered and what was accomplished would enhance the opportunity to secure additional funding from other sources.

Dr. Owens proposed that NWREL work with the workplace literacy coordinators to identify a total of about 200 employees that are receiving training that he would collect more intensive information from as to the reasons they took the training, the type of help they received, and documentation of what was provided. Dr. Owens would also like to survey by telephone the coordinators to get their assessment of the processes that are being utilized and the impact that they are seeing, particularly since the impact might be very different from one company to another. A semi annual status report will be available that summarizes the monthly reports as submitted by the coordinators. This type of collection of information can present more of a profile of the project as a total. In addition to the final evaluation there will also be an executive summary.

Dr. Owens plans to meet at least twice during the year with the Steering Committee to determine what the committee feels are some of the important issues, or items that he should be alert to during the course of the evaluation.

Dr. Owens requested that the committee elaborate on what they would like to see learned as a result of the year's experience.

1. Determine how effective the child care component is in recruiting and maintaining participants.
2. Documentation of augmentation by industry of the actual partnership participation. Types of long-term investment by industry. Define what advantages were in dollars provided by industry as opposed to dollars provided by education. Clarification of term partnership.
3. What is most effective contact point with employers (level of management).

Trudy Anderson distributed copies of the Objectives for Workplace Literacy Conference and the Objectives for Workplace Literacy Staff Training.

Project Child Care Provisions

Child Care Connections will provide services in three areas. Resource and referral, networking, and making vendor payments to child care providers.

Drafts of instruments to be utilized for the child care were distributed for review and comment.

Concern was expressed as to the complexity of the forms perhaps intimidating the participant. This may be resolved through the coordinator working with the participant. The question arose as to the level of literacy of the people the project would be dealing with relative to completing the form.

Richard Sparks suggested that the project check with Head Start to see how they operated their child care support.

Ann Stephens will work with Child Care Connections to revise the process for child care payment. Alternatives will be explored for providing payment directly to the recipient rather than to the child care provider. In either event, Child Care Connections would handle the reimbursements for child care.

Approval of Applications

The Committee agreed at the November 10 meeting to review applications during this meeting if it was necessary to get the project running the first part of January.

A project from J. R. Simplot - Food Service Division in Aberdeen was submitted by Idaho State University.

The recommendation of the technical review committee is that the project be approved contingent upon several items. There needs to be a narrative within the budget which explains what the purchases would be rather than just budget figures. There needs to be clarification of the participant assessment.

The current skill levels and the levels the participants are to obtain through the training should be included as well as documentation as to whether they attained the level.

Trudy moved that the Committee approve the proposal contingent upon the suggested revisions. The vote was unanimous that it be accepted under these conditions and that it be mailed out to the members of the Steering Committee once the revisions have been made.

The form WPL-27A, WPL-27B, WPL-55 and Format for Workplace Literacy Job Analysis and Employee Assessment were distributed. These documents will be discussed with the coordinators at the December 16 meeting.

Meeting Dates

The January 26 date needs to be changed to January 30. The July date will be changed to July 24 to coincide with Summer Conference. All other dates were agreed upon as proposed.

The possibility of meeting at some of the sites was discussed. The chairperson said she would leave this up to the coordinators to determine if this is feasible.

The meeting adjourned at 11:45 a.m.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING

Simplot/Micron Center
November 10, 1988
9:00 a.m.

AGENDA

9:00 a.m. Approval of Minutes

Update of Project

- Staff Training
- December Conference
- Formative Evaluation

Finalization of Informational Brochure

Distribution List

Other:

Adjourn

10:15 a.m. Introduction to Workplace Literacy Coordinators

10:30 a.m. Audio Conference

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
November 10, 1988

COMMITTEE MEMBERS PRESENT

Trudy Anderson, Chairperson
Jane Daly
Jerry Beck
Richard Sparks
Mel Streeter

OTHERS PRESENT

Don Eshelby
Pat Schubert

Absent: Alice Koskela

Trudy Anderson convened the meeting at 10:15 a.m.

A motion was made and carried to approve the minutes of the October 7, 1988 meeting.

UPDATE OF PROJECT

The Local Partnership for Workplace Literacy and Idaho Partnership for Workplace Literacy charts were discussed. Don Eshelby will be responsible for revision of the charts at the state level to reflect all necessary information for those involved. The acronyms will be spelled out and Local Committee representation will be defined.

The brochure for the December conference was provided to the members of the committee. 5,000 copies were printed. Brochures will be disseminated through a mass mailing. Suggested recipients are as follows:

Private Industry Council	200
Southwest Idaho Private Industry Council	400
Department of Employment (SJTCC, JSEC, COGS)	600
Postsecondary Vo-Tech Schools	140 (20-30 ea.)
Teacher Education	20
Northwest Regional Educational Laboratory	10
Health and Welfare	150
Treasurer Valley Community College	10
Office of the Governor	20
Department of Commerce	25
State Board of Education	10
Department of Education	10
State Library	(to be determined)
State Council on Vocational Education	15
Idaho Association of Commerce & Industry	(to be determined)
American Society for Training and Development (distribute through Shirley Silver)	
WPL Coordinators	100 ea.

A tentative rooming list for December conference was discussed.

This list will include the Job Service, WPL Coordinator, and Postsecondary Short-Term Training personnel.

Names for the Department of Employment participants were provided to Linda Dutton.

FORMATIVE EVALUATION

Northwest Regional Educational Laboratory has agreed to do the evaluation. Tom Owens will be in Washington, D.C. the end of November and will be meeting with federal people to clarify the evaluation criteria.

INFORMATIONAL BROCHURE

10,000 to 15,000 copies to be printed. A separate mailer will provide questions discussed at the October 7 meeting. The committee concluded that a name should be provided for the contact at the vocational school. These names will be added to the brochure when it is printed.

Other:

Jane Daly requested that all coordination with the Department of Employment regarding the Workplace Literacy Project go through her office.

The meeting adjourned at 10:20 a.m.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
October 7, 1988
8:30 a.m.

AGENDA

- Approval/Modification of Guidelines
- Project Up-date
    - Schedule of Staff Training and Conference
    - Child Care Provision
    - Airing of KET/GED Tapes
    - Formative Evaluation

Steering Committee Discussion Topics

- Definition/Discussion of Terms (as they apply to the grant)
- Model of Relationships
    - ABE - Short-term Skills Training - DOE Staff
- Identification/Referral Network
    - PIC Role
    - DOE Role/JSEC
    - Use of Information Brochure and/or Survey
- Instrument
    - Training Overview
        - Audits
        - Curriculum Development and Delivery
        - Identification/Referral
    - Proposal Overview
        - Procedures for Submitting
        - Expectations

Other:

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
October 7, 1988

MINUTES

COMMITTEE MEMBERS PRESENT

Trudy Anderson, Chairperson
Jane Daly
Jerry Beck
Bill Tennant (attending for Mel Streeter)
Richard Sparks

OTHERS PRESENT

Orval Bradley
Larry Lannigan
Josie Chancey
Linda Dutton
Shirley Spencer
Dick Winn
Pat Schubert

Absent: Alice Koskela

Trudy Anderson opened the meeting at 8:30 a.m.

The first topic of discussion was the guidelines and by-laws. During the last meeting of the committee it was agreed upon by the group that operational procedures and clarification of membership was necessary.

MEMBERSHIP

Responsibility of committee members is to guide and direct the Project and be involved in decision making. Members of the committee are those individuals identified in the proposal as representing each of the partners.

The provision relating to alternates was discussed. Jerry Beck moved that members not attending three consecutive meetings of the committee without a designated alternate that their representative group be contacted for a reappointment. The motion was seconded and carried.

Orval Bradley requested clarification on the six members of the Committee. The Chair responded with the following information.

Jane Daly - Department of Employment
Richard Sparks - Adult Basic Education
Jerry Beck - Private Industry Councils
Mel Streeter - CAVES
Trudy Anderson - State Division of Vocational Education
Alice Koskela Office of the Governor

OFFICERS AND THEIR DUTIES

Jane Daly moved for a wording change of Item 7 under Officers and Their Duties to read "coordination and the disseminate information and related materials." This would delete the term proposal. The motion was seconded and carried.

MEETINGS

Meetings will be held in October, November and December and in alternate months for the remaining 12 months of the Project.

AGENDA ITEMS

Two working days notice is required to agenda an item. The chairperson recommended consideration of acting upon items brought to the meetings. As currently stated it does not allow the Chair to act upon items without prior notice and they would be deferred to the next meeting. The group agreed to act upon appropriate items that had not been agendaed.

QUORUM

No questions, comments or suggestions.

RULES

Robert's Rules of Order will be adhered to during all meetings of the Committee.

AMENDMENTS

Changes, additions, deletions to guideline can be made as long as the Committee has written notice in advance.

SUGGESTED DATES

Meeting dates of Committee are November 10 and December 14. These dates will be in conjunction with other activities involving WPL coordinators, DOE representatives and Postsecondary Short-Term coordinators. The Committee will be involved in this activity as well as making provision for time to take action on items requiring their attention.

The November 10 meeting includes the audio conference on workplace literacy from Ohio State University scheduled from 11:00 a.m to 1:30 p.m. Meeting start times will be scheduled at 8:30 a.m. Don Eshelby will make arrangements for the audio conference and participants will be notified of time and location. The audio conference will be taped for use at the local level. Additional books will be purchased from Ohio State for regional dissemination with the tapes.

PROJECT UPDATE

All concerns identified in the telephone conference of September 8 with the U. S. Department of Education were addressed in the information forwarded to Jane Thompson on September 27, 1988. All budget reductions are reflected in the correspondence. Major changes consisted of the requirement of an outside evaluator and cost for a representative to attend project directors meeting in Washington, D.C. Neither of these requirements were stated in the RFP. The $10,808 for the Kentucky tapes includes broadcast rights for one year, unlimited off-air recording rights and computer component. Unlimited copies of the computer component are granted. Tapes will be aired through PBS at BSU on Saturday afternoon and possibly on Wednesdays. Sufficient tapes will be provided to each institution for downloading of entire set of tapes for utilization as appropriate. Material can be duplicated from 3/4" to 1" to broadcast tapes on statewide basis....can be downloaded but cannot be copied once they have been downloaded. Steering Committee should determine who should be contacted regarding the airing of this information who are not a part of the project, i.e. Idaho Migrant Council.

The Chair requested that Richard Sparks serve as a Sub-chair in coordination with Shirley Spencer and Don Eshelby to develop the strategy for publicizing and organizing the delivery of the GED materials. Information is to be provided public libraries, public broadcasting stations regarding appropriate phone number. Coordination should also be established with State Department of Education.

A form needs to be designed to verify the air time utilized for documentation of the match. The Department of Employment has a form which could be utilized for in-kind match. Work of this sub-committee is to be completed and presented at the November 10 meeting.

CHILD CARE PROVISION

Child Care Connections of Boise will be the referral group for the grant. 13,432 hours of care is available. The employee will complete application form to be signed for verification by the employer and the coordinator. Relatives will not be paid for child care. If center is licenced they can continue care even though it is a relative. Provision for child care in rural areas will be dealt with on an individual, as required basis.

STAFF TRAINING AND CONFERENCE

Issues to be addressed will be child care component, what is the grant, how does it work, what does it mean? Coordinators are the fulcrum for connection to Adult Basic Education, Postsecondary Short-Term Coordinator and Job Service personnel. A list of names and locations will be provided to coordinators to contact. Training is scheduled from 8:30 a.m. to 4:30 p.m. at the Red Lion Riverside, Emerald Room on October 13, 1988.

The December 14-16 meeting will be a statewide kickoff and orientation to workplace literacy. The meeting on the 14th will be open to all employers and interested individuals. A brochure will be mailed out prior to the meeting. Room rate is $54 for those outside the working group. The Governor has been invited to address the group. Dr. Tom Sticht will be the presenter for the three days of the conference. The first day is a conference and the remaining two days are considered training sessions. The schedule is 8:30 a.m. to 4:30 p.m. The first three hours of the conference will be Dr. Tom Sticht and information about workplace literacy, the importance of the process and the outcomes of workplace literacy. There will be a registration fee of $20 (includes lunch) for those not directly associated with the project. A luncheon speaker will address the child care issue.

The panel will be comprised of approximately five people to react to the content of the three-hour presentation of Dr. Sticht. Following the panel Dr. Sticht will provide a summary as a reaction to the panel discussion.

Don requested help from those present in identifying the people to whom the brochure should be mailed.

Tentative Schedule

8:30 a.m - 11:30 a.m.	Tom Sticht - Concept of WPL
11:30 a.m - 1:00 p.m	Hosted Luncheon
1:00 p. m.- 1:30 p.m.	Overview of Project
1:30 p.m. - 2:30 p.m.	Reactor Panel
3:00 p.m. - 4:30 p.m.	Sticht Comments

Room rate for project people only will be $40 per night without tax. A rooming list and information for the brochure is due by November 1 to Don Eshelby.

Suggestions for panel members:
- Jim Hawkins - DOC
- Julie Kilgrow - DOE
- Omak Personnel Mgr.
- Kay Lamberson - HP
- Employer from Eastern Idaho

Dr. Sticht should be apprised of the parameters related to the composition of the audience and limitations of the project within Idaho.

AUDIT

Larry Lannigan distributed copies of the descriptions of Idaho Postsecondary Short-term Vocational Training. The most significant ones are: Industry Specific Upgrade Training, Entry/Reentry Training and Industry Specific Upgrade Training. The Project needs to be delivered in conjunction with ABE and

Specific Skill Training in an effort to bridge the two. Project should be delivering something that fits needs of business and industry. A change in the method of dealing with employers is required. Employer/employee should not be aware of when workplace literacy leaves off and technical training begins.

EVALUATION

Northwest Regional Educational Laboratory has been contacted regarding the formative evaluation. Guidelines for evaluation will not be received until after the Washington, D.C. conference. NWREL will be flexible on cost factor. Dr. Larry McClure, Director of the Education and Work Program has referred the responsibility of the evaluation to Dr. Tom Owens.

DEFINITION/DISCUSSION OF TERMS

Copies of proposed definitions were provided by Linda Dutton. Linda suggested that perhaps the group would want to look at other terms to utilize in place of both audit and workplace literacy in view of the earlier discussion of the negative connotation of these terms. The group felt it was premature to establish guidelines at this point until there was an opportunity to see what employers actually require.
Assessment will be a job analysis, not a task analysis or operational analysis.

Currently there is not a better definition for workplace literacy; the definition should evolve out of the operation of the project.

Shirley and Dick are planning some cooperative travel and visitations to schools in each area to bring together the local team and talk through the project.

There will be additional work done prior to November 10 to develop the terminology to appropriately identify the "audit".

IDENTIFICATION/REFERRAL NETWORK

A blanket mailing of a brochure should be made to identified employers. Identification of the employers may possibly come from IACI, JSEC and other employer bases. PIC may also provide information as to who might benefit from the project.

PIC's will play a vital role when the time arrives to make the contact with employers. They can "open doors" and help you get to the appropriate personnel. PIC partners should not be requested to identify employers.

The brochure should be simple and include a card to return requesting additional information as well as a phone number. The word literacy should not appear on the brochure.

CURRICULUM DEVELOPMENT AND DELIVERY

Once materials workers are to use are identified they should be incorporated into the curriculum. Curriculum building will be addressed by Dr. Sticht. Use materials from job and simulate materials from the job. The job description of the coordinator should be changed to reflect the coordination and adaptation of curriculum to meet workplace needs rather than actual development of curriculum.

The meeting adjourned at 3:30 p.m.

WORKPLACE LITERACY
STEERING COMMITTEE MEETING
September 12, 1988

- Introductions
- Project Overview
- Role of Steering Committee
- U.S. Department of Education Conference Call
    - o review of budget
- Steering Committee Discussion Topics
    - provision of child care
    - use of formative evaluation
    - broadcast of GED preparation
    - development of staff training program/s, procedural guidelines, and literacy audit
    - appointment of a technical committee/s
    - establishment of an identification/referral network
    - development of a dissemination of information plan to pertinent agencies and organizations
        - o need for an informational brochure
        - o terminology - "literacy" may not be a desirable term for use with some employers
- Other
- Adjourn

DISSEMINATION ACTIVITIES

Dissemination activities included the distribution of over 4,500 workplace literacy brochures throughout the state of Idaho. Copies were sent to business and industry, social service agencies, postsecondary schools, private industry councils, job service offices, and other interested agencies/organizations. Workplace literacy presentations were made to the Idaho state Council on Vocational Education, Idaho Association of Private Industry Councils, and State Job Training Council. Presentations were also made at the American Vocational Association Conference, Orlando, Florida, as well as a local community college in Orlando, and to participants at the Inland Northwest workforce conference in Spokane, Washington.

Copies of this final report and project evaluation are also being disseminated to Mr. William Daniels, Director, Northwest Curriculum Coordination Center Network in Lacey, Washington, and the ERIC Clearinghouse on Adult, Career and Vocational Education. An original and two copies will be disseminated to Catherine DeLuca, Chief, Section D, Grants Division, US Dept. of Education, and a courtesy copy to Nancy Smith Brooks, US Dept. of Education. Copies will also be sent to members of the steering committee of the Idaho Partnership for Workplace Literacy and to Dr. Trudy Anderson, State Administrator of the State Division of Vocational Education.

There were no changes in key personnel for this project.

EVALUATION

Idaho Workplace Literacy Project

Final Evaluation Report

Prepared by

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March 1990

This final report summarizes: 1) the design used in evaluating the Idaho Workplace Literacy Project, 2) findings regarding the Workplace Literacy Conference, 3) staff training, 4) the Workplace Literacy coordinators' monthly reports, 5) steering committee, coordinators, and employers interviews, 6) the Employee Skills Training Survey, and concludes with some overall evaluator's reflections. Appendix A contains the tabulation of the Employee Skills Training Survey, and Appendix B summarizes an evaluation of the literacy conference and staff training workshop.

1. Evaluation Design

The Northwest Regional Educational Laboratory (NWREL) has been contracted by the Idaho Division of Vocational Education to conduct an independent evaluation of the Project. The design consists of a statement of the proposed evaluation questions to guide the evaluation, data collection procedures, timeline, and reporting arrangements. The evaluation is being conducted to provide feedback to the staff for program improvement and to document the processes and outcomes of the project. The latter information should be of special interest to those thinking of replicating all or part of this workplace literacy project as well as to policymakers. Information from the evaluation should also be useful in obtaining funding for the continuation of the project after this year of federal funding.

Evaluation Questions

The evaluation questions were developed as a result of reviewing the project proposal, discussing the information needs with the project monitor in Washington, D.C., and discussion and feedback from the project's steering committee at their meeting in Boise in December 1988.

1. To what extent have the program objectives been met in terms of:

    a. increasing the availability of basic literacy services and activities?
    b. establishing an identification and referral network?
    c. providing programs to meet the needs of adults with limited English language proficiency?
    d. providing workplace literacy programs designed to upgrade basic literacy and occupational skills?

2. What contributed to the successes and failures of the project?

3. How important and effective was the child care component in recruiting and maintaining participants?

4. What role did business and industry play in the partnership? What types of long-term investments did they make? How large was their dollar investment?

5. What is the most effective contact point within a company's management structure in reaching employers to identify literacy needs and solutions?
6. How successful was the workplace literacy staff training?
7. How effectively has the project disseminated its practices to other interested parties?

Data Collection Procedures

The Northwest Regional Educational Laboratory (NWREL) is using a number of strategies in evaluating the above objectives. These include: 1) a review and analysis of the monthly reports submitted by the Workplace Literacy Project (WLP) coordinators; 2) observation and participant survey of those attending the staff training in December; 3) a survey of approximately 200 people receiving workplace literacy training to upgrade literacy and occupational skills; and 4) a telephone survey of the WLP coordinators regarding assessment of the objectives identified above.

2. Workplace Literacy Conference Evaluation

The Workplace Literacy Conference was evaluated at the end of the day by 56 participants. The conference was found to be very helpful in providing participants with additional information on workplace literacy. A four point rating scale from "very helpful" to "of no value" was used for seven items. Table 1 shows the results. None of the statements were rated as "of no value" and the majority were rated as "very helpful."

TABLE 1

Workplace Literacy
Conference Evaluation Ratings

Please rate the Conference on the following by circling:

	Very Helpful	Helpful	Limited Value	No Value
1. Did the Conference provide you with additional information on Workplace Literacy?	34	20	1	0
2. Will the information you received help you address the Workplace Literacy concerns in your organization/agency?	23	23	7	0
3. Was the topic adequately covered by the main speaker?	37	16	1	0
4. Was there sufficient time for discussion and questions?	32	22	3	0
5. Was the Panel discussion helpful to you in addressing your concerns?	17	26	10	0
6. What was your overall rating of the Conference?	30	22	4	0
7. Would you recommend this conference to your associates?	28	17	4	0

In the open-ended section, participants were asked to identify topics for future conferences. Most of the suggestions focused on implementation issues and a desire for successful examples. A listing of specific comments made is shown here.

- How to do it. Success stories next summer. Importance to high school teachers.

- Training programs for women in workplace and wanting to enter job market.

- Who/how will pay for training?

- Please no more conferences, meetings, and surveys - lets **do** something.

- Immigration - what are this new group's literacy needs?
- Whose role it is to provide literacy training and why. What are the key advantages to employers?
- How to approach employee and help him recognize there is a problem? Getting parents involved.
- Implications for career planning educators in secondary schools.
- Relationship of workplace literacy to job productivity.
- Recruiting/identifying employees in need.
- From worker/labor viewpoint - who benefits and why from workplace literacy.
- Conducting needs assessment in specific skills areas.
- Come to a consensus of a short definition on what is literacy and have statistics on Idaho for this definition.
- Alternative schools for dropout pregnant teens.
- More information on establishing programs.
- Attitudes of employees, more employer input.
- What is going to be done about this issue?
- Examples of materials from other states/organizations doing workplace literacy.
- Initiatives to deal with targeted populations.
- The discrimination factor involved in testing available resources for ABE classes in rural areas - networking, money for pilot projects.
- Private sector "success" stories.
- Evaluation of efforts, Department of Education's philosophy.
- How to implement in an academic institution.
- More discussion on secondary education.

Participants were also asked for their general comments. The most frequent comments were praise for Dr. Sticht's presentation. Some people commented on the ambiguity remaining in the term "literacy."

3. Workplace Literacy Staff Training Evaluation

The staff training was evaluated by 26 participants. Participants rated 11 topics presented as excellent, good, fair, or poor. Rated the highest were the sessions on effectiveness of trainers and the session on job analysis. Rated lowest was the session on child care. In their overall rating of the training sessions, most participants rated the training as good. Table 2 contains their ratings.

TABLE 2

Workplace Literacy Staff Training Evaluation

Please rate the training in-service in the following areas:

	Excellent	Good	Fair	Poor
Job Analysis	10	12	4	0
Employee Assessment	9	14	4	0
Networking	4	14	6	2
Child Care	0	11	12	4
Project Reports	0	9	6	3
Approval Process	1	10	5	2
Testing Tools	9	10	6	0
Formative Evaluation	0	15	8	2
Matching Fund Identification	2	8	6	3
Training Materials	4	17	2	2
Effectiveness of Trainer	13	9	1	0
Overall Effectiveness of Training Sessions	5	16	4	0

In open-ended questions, participants were asked to identify strengths of the training session and ways it could have been improved. Major strengths reported included the insights of Tom Sticht and the practical applications of what he said. Suggestions for improvement included clarification of purposes for the training and of roles of various agencies and persons involved. More specific training for individual provider groups was also recommended.

4. Coordinators' Reports

Narrative monthly reports were received in time for this report from coordinators at all six sites for October 1988 through November 1989. Although the reports were not structured in a uniform manner, we looked to see the extent to which they covered evaluation issues reflected in the NWREL evaluation design. Table 3 displays the areas of focus identified in the evaluation design and the extent to which various sites addressed these issues. As can be seen in Table 3, most of the areas were covered in the coordinator's reports except the child care issue and factors considered to be contributing to the success or failure of the project.

Table 3
Contents of Workplace Literacy Coordinator's Reports

Contents	Idaho State University	Boise State University	N. Idaho College	Lewis & Clark State College	College of Southern Idaho	Eastern Idaho Tech. College
1. Factors contributing to success or failure						
2. Child care effects			X			
3. Business partnerships	X	X		X	X	X
4. Managements contact points	X	X		X	X	X
5. Staff training	X	X		X	X	
6. Project dissemination		X	X	X	X	X
7. Availability of basic literacy services	X	X	X	X	X	X
8. Identification and referral networks	X		X	X		X
9. Programs for English language proficiency		X			X	X
10. Upgrading literacy and occupational skills	X	X		X	X	X

Listed below are some general observations about the coordinators' reports.

1. Some WLP sites were further along in implementing workplace literacy than others. Most of the classes were offered at workplace locations.

2. Child care needs seldom appeared to be an issue to the persons involved in the training. Although many businesses were asked about the need, only in a few cases was child care requested.

3. Business partnerships occurred in all six project locations. Some of the postsecondary institutions were trading teaching time for space.

4. The needs assessment part of the program was implemented. In one location, there was some resistance from the workers as to why they needed to be tested. In another case the management expressed the feeling that the given assessment was unfair.

5. The referral network is in place at all of the postsecondary institutions. Most are using the media to spread the news of WLP. All institutions are using the brochures as distribution materials, some by "blanket" distribution, others sending brochures only upon contact with a company.

6. ESL was an area of need in only several of the postsecondary institutions who have contacted businesses.

7. Because of the differences in reporting formats used by the individual coordinators in their monthly reports, the evaluator was unable to prepare a valid statistical tabulation across sites by month. However, the narrative sections of the reports were quite enlightening. Perhaps the quote from a project instructor best captures the depth of the impact the project had on some workers.

   > *"The real success of this program lies not only with the increased test scores, but the changed attitudes and outlooks of the people. The majority of the people involved first approached this program as a way to improve their math skills in order to help their children with their math homework. They were hesitant and unsure as they approached the material. Then their attitudes about themselves and the work changed. They began to act and feel like they were important people. Many times they expressed the desire to help themselves as well as their children. To earn a G.E.D. became the goal of many, and to take some college courses was a goal of others. They felt good about themselves and their employer who had helped provide this opportunity to them."*

5. Interviews with Steering Committee, Coordinators, and Employers

Steering Committee

At the January 1990 steering committee meeting, it was suggested that the NWREL evaluation might include interviews with the steering committee members as well as those already planned with the coordinators and employers. Interviews were held with three of the steering committee who could be reached by telephone. Four question areas guided the interview: 1) the perceived effectiveness of the steering committee, 2) strengths of the project, 3) weaknesses of the project, and 4) suggestions for continuation of the project after the federal grant. Shown below is a summary of responses organized around these four areas.

1. How effective do you feel the Workplace Literacy Project (WLP) Steering Committee has been?

   About 7 on a 1 to 10 scale according to one committee member. It took us a long time to make decisions but they did get made. The breadth of membership was helpful. Everyone worked together. We should have had better guidelines or position descriptions for coordinators to assure that they could deal effectively with business and industry.

   The committee brought together key people whose cooperation was needed. Over the first three or four meetings, there was great debate over the term "workplace literacy." Eventually, individual members started to trust each other and turf issues subsided. An advantage was that the committee was kept at a small working group size. Everybody was involved and spoke up. The committee was perceived by one member as having too heavy a Boise representation.

2. What were the major strengths of the WLP?

   Child care was a strength even though seldom used. It set a precedent and showed our commitment. It removed an excuse for not participating. It wasn't used much because a lot of the WLP training was during work hours. The lack of child care never became an issue.

   We need to let industry decide what "workplace literacy" means not have educators tell them. For example, they could include interpreter training at Ore-Ida. The Boise Cascade plant now has a commitment to workplace literacy training because educators didn't dictate to the company what to do.

   All players worked together.

   The project was timely, had good visibility, and media coverage. It raised awareness of business and industry regarding the role education needs to play in helping meet their needs. It made a difference. Postsecondary people are now talking seriously about designing tailored programs for business.

The Idaho project attempted to look at all aspects of workplace literacy and was not confined to a single industry, as were workplace literacy projects in other states. The model developed was particularly appropriate for rural states with many small diversified companies. Also, we did company needs assessments to assure relevant training rather than trying to sell companies on a pre-established package.

The cooperate effects of the right people, including the Job Service, were important. It brought short-term trainers and ABE directors together to start working with each other for the first time. It also broadens the focus of vocational education by including workplace literacy needs.

Some companies are now saying they are willing to pay for workplace literacy training such as ESL and basic upgrading.

The steering committee agreed to continue meeting at least annually after the project terminated in order to coordinate future issues and activities.

3. What were the major weaknesses of the workplace literacy project?

Time delays in responding to the training needs of business, and inadequate training of coordinators regarding expectations for them, were mentioned as weaknesses.

It would have been good to have the coordinators meet more often with the steering committee. We needed more statewide involvement from industry, and their representation on the steering committee.

We set our operations to strictly meet federal requirements and thus created too much paperwork.

We needed a second year of funding to test out the ideas since it took longer than expected to get started. Ideally we would have had a three-year funding period with declining federal dollars in the last 18 months as companies started picking up the training costs.

4. What suggestions do you have for continuation of workplace literacy training?

Use vocational education retraining funds, ABE/GED funds, and state funds to continue workplace literacy. Business and industry are willing to add in-kind contributions. We need to be realistic that many businesses will not pay for workplace literacy. Perhaps the federal funds should be used for workplace literacy of newly hired employees.

Although the federal project has ended, the need continues. The ABE programs could use amnesty funds. We could use JTPA 8 percent money also.

We learned a lot about child care needs and ways to help arrange quality care without always using federal funds. Also, we saw the importance of child care as an incentive to some workers and learned how to find quality providers.

Coordinator Interviews

Listed below are the ten questions used to guide the group interview in January 1990 with the project coordinators and their responses. Also included are the responses from a second interview with the coordinator and college representative at the College of Southern Idaho.

1. What have been the major tasks you have performed on the workplace literacy project?

   Contacts with business and industry, recruiting instructors, recruiting workers for classes, networking with various agencies, writing application proposals, helping in curriculum development, budgeting, initial worker assessments. Some also served as workplace literacy project instructors.

   The coordinator tasks described were the same as those listed by the other coordinators.

2. If you were to write the proposal now, are there other roles that you feel the coordinators should perform? If yes, what?

   If we knew how, we could help employers market workplace literacy to their workers and help employers with an impact evaluation. They might also help employers document their matching funds.

   Not asked.

3. What have been the major strengths of the program?

   The project is meeting critical worker needs, has good coordination statewide and within our local postsecondary institutions, gives us a good excuse to spend time with companies, is helping us identify short-term training needs, and showing companies that the postsecondary institutions are willing to customize training.

   At Universal Foods, the workplace literacy testing uncovered skills of refugees not previously recognized by the company, such as art skills. Classes held at worksites have better attendance and tie in better with the workplace than those held at the college. Some supervisors also come to classes to learn to write better. The safety director talked with the class. Another strength was the process of writing training proposals based on identified worker assessment.

The WLP produces better communications of the companies with the college and the broader community. It has helped college staff get to know more people in the companies and learn of the range of skills needed. The classes are producing optimism among workers. As one worker shared, *"Everyone's going to get smarter."*

4. What have been the major weaknesses of the program?

   Too much paperwork, time consuming evaluation process, companies looking for a quick fix, too long a delay to begin training, confusion over the definition of "workplace literacy," unclear relationship of workplace literacy training to job effectiveness, worker fears about test taking and misuse of test information.

   They struggled with the issue of defining workplace literacy and coming up with better terms such as "continuing education for employees," or "employee upgrading." They also learned to drop the term "audits" and use instead "assessments" of worker skills.

5. What impact has the project had on the workers involved? What evidence do you have of this?

   Improved worker attitudes and ability to read job materials, reduced errors in time sheets, some men have gotten haircuts and cleaner shaves, some workers are doing better on work-related tests, some students gave presents to their instructors, more workers are asking to take the classes, police officers who took Spanish class are practicing it with the law enforcement translator, a prosecutor who took the class now greets Hispanic defendants in Spanish, some working men are helping their wives get a GED, students asked to have the classes continue.

   Increased worker self-esteem; willingness to cooperate, come to class on non-company time, tutor each other; improving equity, assessment of wider range of workers, not just those who come to class (i.e., Simplot has tested 150 workers and wants to assess 1200).

6. What impact has the project had on the companies involved? Evidence?

   Companies want trainers back. All 15 students passed the nurse's aide certification. Students have learned how to take tests successfully.

Communications within the companies have increased as have the language competencies of workers. Company officials are referring workers to the college for courses. Companies are asking for more classes. Also improved safety at the companies.

7. What impact has the project had on the postsecondary institutions involved? Evidence?

   It improved the public relations with postsecondary institutions. More people are being referred by companies to ABE, GED and short-term training.

   Increased awareness of company workers' needs and more enrollments at the college.

8. What advice would you have for other states thinking of starting a similar WLP?

   Don't use the term "workplace literacy," less paperwork. Find out what programs are already in place. Coordinators need to be willing to try new things and be creative. Don't wait 3 months to get training started but start it in 4-6 weeks. The coordinator's phone and personal contacts with employers are more effective than just mailing out flyers.

   Boise-Cascade is paying for the WLP coordinator to go to their Pasco, Washington plant to help them assess workers.

9. What is likely to continue from this project after the federal funds cease?

   Some coordinators felt a fixed percent of workplace literacy and referral training costs should go to finance the coordinator positions. Some larger companies will continue workplace literacy without federal funds.

   They felt the companies would not have started WLP training without the federal funds. Simplot seems willing to pay for more workers to take the existing classes, but is less willing to pay for new course areas. (This may suggest one criterion for deciding what companies pay for and what they get through federal funds.)

10. What is the most important thing you have learned from your experience with this project?

    Budgeting, ways to justify needs, writing persuasive business reports, greater awareness of business training needs and the important role refugees play in the workplace, awareness that many trainers are unprepared to meet entry-level worker needs.

Employer Interviews

1. Approximately how many workers have received workplace literacy training through this project?

   110 employees with 44 in the basic math and 20 in degree programs. 50 of 90 workers joined the Transforming American Industry class before the workplace literacy project project and 45 completed it.

   35 completed ESL.

2. What are the major occupations of these workers?

   Most were in manual positions up to 3 years ago but now they are in computerized rail systems.

   Operators, maintenance personnel, and some former assistant supervisors.

3. Are there any general characteristics that describe the types of workers who sign up for these classes? If yes, what?

   Their average age is 42 but they average 15-25 years seniority. We went from unionized to non-union a year age. Many are hungry for education.

   The ESL class is mainly women, especially Hispanic. The math class is composed largely of middle aged women.

4. Are there other workers at your company who could benefit?

   Yes but about 5% actively resist anyone getting training.

   Yes, the ESL pool is at least double those now in the class and many of the 1200 workers could use more math, especially so they could handle the statistical control processing work.

5. Why did your company decide to get involved with this project?

   Workers were interested. He pushed the training ideas with both the workers and management. If workers are interested, it is easy to sell the idea to management.

   In teaching the "Universal Way" classes that emphasize the corporate philosophy, customer orientation, quality improvement, teamwork and communication, it became clear that many workers couldn't understand the written materials and needed help in reading. Also, some on-the-job accidents were traced to employees not being able to read labels.

6. What was the content or focus of the training? Approximately how many hours of training were provided? Where? By whom?

Basic math including fractions; basic English, sign language, and statistical process control (SPC).

The signing class was 16 weeks and later 22 weeks. It went 2 hours a day twice a week. He videotaped it so workers who missed a class could make it up. All their classes through workplace literacy are taught before or after work hours in the board room or lunch room.

The company hires a number of deaf people partly because there is a school for the deaf nearby. One deaf worker who had a need to communicate with a lot of other workers had communications difficulties so 30 workers agreed to learn sign language to use with him and others. The class taught functional signs and things this employee needed. The deaf worker had worked for the company for 17 years and never came to a single party. After the signing class, he came and there were 2 tables of workers who were signing with him. Classes were taught by college staff but local workers and others are used as volunteer tutors.

ESL and math. The ESL is taught in two hours twice a week and the math is also two hours twice a week for about 12 weeks. It includes fractions, decimals and algebra 1. The training is done in a conference room before or after work shifts including one ESL class from 9-11 p.m. The instructors are contracted by Southern Idaho College. The math teacher also teaches high school and college math. The ESL class stresses English related to the job, safety, etc., and is open to workers and spouses.

7. What have been the major strengths of the project?

Self-esteem has increased. People in their 30s-40s here never felt they had a career until now. Some workers are interested in instructional design and shipping of cutting dyes. Some took co-op ed, visited vendors, and prepared plans that the company actually used and saved transportation money. Several people have learned how to create new jobs in the company for themselves by learning to do new things that are needed. People are learning that they can do whatever they decide to.

Getting workers to work better together, employees like the classes, helps self-esteem, improves communication. It motivates some workers to complete high school, community college, or get a GED.

8. What have been the major weaknesses of the project?

He tried a summer workplace literacy class and found it was a bad time to offer classes. Salaried people such as supervisors and office staff have not been interested in the training. November to March are good months.

None. It is hard to get people informed about the clusters and to sign up but now word of mouth is spreading and workers are inviting their friends to come.

9. What impact, if any, has the project had on the workers' attitudes? Job performance? Company productivity? Turnover/job retention? Customer/community relations?

Not a long enough period to see if the training has reduced turnover yet. Now when he asks people to keep statistical records, he gets no resistance because they know how to do it. Workers are actively involved now in production reports. Workers talk about profit and loss at lunch. Relations with Ore-Ida, which is one of their customers, has improved, and workers from that company and Universal Foods are taking some of the classes at BC. About 5% of the workers here passionately resist the training. Management needs to show workers that they care about them taking training. The first 45 people to complete the workplace literacy class were given 2 shares of company stock each. The company pays 100% of some completed training.

The ESL students have asked to have the class four times a week instead of twice. Participants are talking favorably about the classes and showing better appreciation of the company. It's too soon to see other impact. It will probably have little impact on worker retention because there is already high retention since the company has good benefits and starts workers at $7.32 an hour.

10. As you perhaps know, this project was funded by the federal government as a demonstration project. Do you feel that the type of training provided through this grant ought to be continued through company funding? Why?

Yes. BC sees a broader scope after federal funding. He would like to see workplace English and reading as next classes. The reading would involve use of tutors.

Without workplace literacy funds, BC would probably not have started the workplace literacy training. He has talked to other BC locations about the workplace literacy training but they seem not to be interested because of the amount of time it takes to coordinate and manage the program.

He defines literacy as "anything that people need and don't have." With the tutoring he is about to start, he will open it up to spouses and dependents. He hadn't done this with the workplace literacy but felt it would have been a good idea.

Workers now speak of their jobs as careers.

If federal funds are stopped, the WLP training will probably be stopped in the short-term because the company sees it as a lower priority than other training, such as the Universal Way which is two sessions of three days each. They also need to train supervisors. The company is doing about 50 times the amount of training done two years ago. Because they pay well and have good benefits, they may decide to only hire people who have adequate reading, math, and communications skills. Now those without such skills are limited to inspecting potatoes and removing spots. They recently had 1300 applications for 200 positions.

11. What other comments do you have about this project?

They could see the WLP training as introductory for some people needing these skills before entering the Universal Way training. New WLP classes needed are in reading and understanding computers (which will be introduced shortly into more jobs).

6. Employee Skills Training Survey

The Idaho Employee Skills Training Survey was administered to 129 workers who had received workplace literacy skills in seven companies in Idaho. A tabulation of responses is contained in Appendix A. Most of the workers had jobs in production/maintenance, technical machine operators, clerical, and management. Workers averaged nine years of employment at their company. While 40 percent were in their first five years, 14 percent had over 15 years. Slightly over half of the workers are males.

Workers responded to 11 statements about their workplace literacy training on a five point scale from strongly agree to strongly disagree. The most favorable ratings were that: the instructor was well prepared, they learned much from the course, would enjoy taking other courses in the future, and the course and materials were interesting. Over fifty percent of the workers strongly agreed with each of the above statements. The only statement disagree to by more than five percent was that the scheduled class time was appropriate. Fifty-seven percent strongly agreed and 35 percent agreed that they would recommend the course they took to workers at other companies.

Thirty-one percent of the workers indicated that child care provisions were available during their class hours but only three percent took advantage of this opportunity. Based on separate conversations with project coordinators, use of child care provisions were seldom used because workers generally continued with their children in existing programs where they may have already been, were at home or with other relatives, or because the workers were at an age where they did not have children of an age needing child care.

Workers also responded to several open-ended questions which are reported in Appendix B.

7. Evaluator's Reflections

Perhaps one way to summarize these reflections is to group them around the seven evaluation questions listed in the evaluation design.

1. To what extent have the program objectives been met in terms of:

a. increasing the availability of basic literacy services and activities?
b. establishing an identification and referral network?
c. providing programs to meet the needs of adults with limited English language proficiency?
d. providing workplace literacy programs designed to upgrade basic literacy and occupational skills?

a. Prior to this project, there were existing Adult Basic Education classes at postsecondary institutions but no systematic approach to workplace literacy. In fact, a contribution of the project was clarification of the concept of workplace literacy and help to the business community in understanding how serious the problem is and what can be done to improve the situation. As a result of this project, workplace literacy opportunities became available in all six postsecondary regions of the state, and 885 workers participated.

b. Referral networks were developed at both the state and local community levels. Partly as a result of the state and the local steering committees education, government and training organizations became aware of each other's services and how they could support the needs of workers. Both coordinators and company human resource development staff told about learning of the resources available from each other, thus leading some companies to start coming to their local postsecondary institutions for workplace training. Also, some employers went beyond the literacy level to encourage employees to begin additional learning through postsecondary courses.

c. ESL programs were started at eight companies to assist 137 adults with limited English language proficiency. Excellent assessment of these individuals occurred to place them in appropriate programs. Those ESL students observed by the evaluators appeared highly motivated and had good attendance records.

d. Workplace literacy programs at 42 companies were conducted and involved 885 workers. The content included reading, technical writing, math, sign language, safety, statistical process control (SPC), and workplace-oriented ESL.

2. *What contributed to the successes and failures of the project?*

   Among the factors which appear to have contributed to the success of the project are: the recognition of the critical problem of workplace literacy, good coordination at the state and local level that developed over the 12 months, improved attitudes of companies in recognizing the willingness and ability of postsecondary institutions to provide customized training, enthusiasm of some of the project coordinators and company representatives to involve workers, willingness of some companies to recognize and reward workers who took the training, increased understanding of postsecondary staff regarding conditions faced by local companies, and the availability of child care provisions even if seldom used.

   Factors that have limited project success include: the delayed start-up time needed; too much paperwork for approval of some of the training projects; struggle over the concept of workplace literacy; initial turf issues between ABE coordinators, short-term worker upgrade trainers and other groups; inappropriate scheduling of some classes that resulted in lower student attendance; lack of willingness or ability of more companies to pay for continued workplace literacy training; and failure to obtain state legislation or other processes for continued funding beyond the 12 month federal project.

3. *How important and effective was the child care component in recruiting and maintaining participants?*

   Although the statistics indicate relatively few workers chose to use the child care funds, a lot was learned about the need for various types of quality child care that will be useful in future projects. Also, one steering committee member indicated the availability of such child care funds reduced the number of excuses people could give for not taking the workplace literacy training.

4. *What role did business and industry play in the partnership? What types of long-term investments did they make? How large was their dollar investment?*

   The role of business and industry was critical. Without them there would not have been a workplace literacy project. In addition to agreeing to offer such training at their company sites, about half allowed employees to receive the training during regular work hours. In addition to providing classroom space, some also provided supplies and equipment, such as Universal Foods that purchased computers for the courses. Coordinators' records indicate an in-kind contribution of companies at more than $111,000. Companies, on the average, paid about half of the training costs.

5. *What is the most effective contact point within a company's management structure in reaching employers to identify literacy needs and solutions?*

   The most effective contact point within a company's management structure, according to the coordinators interviewed, varied widely from company to company. It depended also on prior personal networks that may have existed. At the January 29, 1990 steering committee meeting, I raised this question with the group. It was suggested by a few that training directors were appropriate in large companies, personnel directors in middle size companies, and the president or owner in small companies.

6. *How successful was the workplace literacy staff training?*

   A staff training workshop was provided in December 1988. Participants judged the training highest in the effectiveness of the trainer, and skills learned in job analysis, employee assessment, and testing tools. Rated lowest was the inservice training in child care. People commented on the ability of Dr. Sticht to communicate well and on the good mix of participants from various agencies. Suggestions for improvement were to allow more time for questions, provide more practical sessions, and add more specific training to each type of partner.

7. *How effectively has the project disseminated its practices to other interested parties?*

   Within Idaho, the project has disseminated its practices to many agencies by having their involvement on local and state steering committees, thus allowing PICs and other groups to be aware of the operations. Over the 12 months, the project coordinators have been spreading the word through numerous contacts with employers in their communities, and through other staff members at the postsecondary institutions. CAVES has spread the word about the project across the postsecondary network in Idaho.

   In April, Dr. Owens will be making a presentation on the Idaho Workplace Literacy Project to the Idaho State Council on Vocational Education. Presentations have already been made to the Idaho Association of Private Industry Councils and to the State Job Training Council.

   Outside of Idaho, presentations were made at the American Vocational Association's December conference in Orlando, Florida, to a local community college in Orlando, and to participants at the Inland Northwest workforce conference.

Written information about the project has been provided to workplace literacy staff in other states and to workplace literacy associations in other states. The workplace curriculum materials developed are being shared through the vocational education curriculum dissemination centers. The final report will be shared nationally through the Educational Resources Information Center (ERIC).

APPENDIX A

Idaho Employee Skills Training Survey
(7 Companies and 129 Workers Participated)

This survey is intended to assess the training provided to employees by the Idaho Workplace Literacy Project. The information collected will be used to improve training at other locations in Idaho. Please take a few minutes to complete the survey and return it to your course instructor. These surveys will be collected and sent to the Northwest Regional Educational Laboratory for analysis and reporting as part of its evaluation of the Idaho Workplace Literacy Project.

1. What is your job title or position description? Production/maintenance 31%, technical 27%, machine operators 17%, clerical/support 13%, managers 9%, educational 3%

2. For approximately how many years have you worked for this company?

   Average 9 years (1-5 years 40%, 6-10 years 27%, 11-15 years 19%, 16-39 years 14%

3. Your sex: 54 Male 46 Female

4. Please evaluate the training you have received through the Idaho Workplace Literacy Project by rating the following statements as: SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree. Circle one rating for each statement.

	SA	A	U	D	SD
a. The expectations of the course were made clear to me.	44	54	1	2	0
b. The training focused on areas that are important in performing my job.	41	52	5	2	0
c. I feel I will be able to do a more effective job as a result of this training.	40	52	8	1	0
d. The course was interesting to me.	50	47	2	1	0
e. I feel that I learned much from the course.	54	42	3	1	0
f. The instructor was well prepared.	65	30	4	1	0
g. The course used a variety of teaching methods rather than just lecture.	45	41	9	4	1
h. The course materials were useful.	50	44	6	0	0
i. The scheduled class time was appropriate.	30	49	7	10	4

4. Please evaluate the training you have received through the Idaho Workplace Literacy Project by rating the following statements as: SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree. Circle one rating for each statement. *(continued)*

	SA	A	U	D	SD
j. I would enjoy taking other courses in the future.	52	39	9	0	0
k. I would recommend this course to workers at other companies.	57	35	6	2	0

5. a. Were child care provisions available during the class hours for those taking the course?

   __31__ Yes __69__ No

   b. If yes, did you take advantage of the child care opportunities?

   __3__ Yes __97__ No

6. In your opinion, what were the most important things you learned from the course?

7. What do you feel were the major strengths of the course?

8. What were the major weaknesses in the course?

9. What changes would you recommend for improving this course for use in other companies?

Listed below are the responses to the open-ended questions on the worker survey. The number after some statements refers to the number of people who gave that response.

6. *In your opinion, what were the most important things you learned from the course?*

How to take a test and learned comprehension. (2)
To read better and learn more about the MSDS. (10)
Vocab., safety data sheets, comprehension, phonics, dictionary usage (3)
To comprehend more out of my reading and to learn more about meanings of words. (6)
Vocabulary words (2)
How to comprehend and how to pronounce words correct (5)
Take time to read the details and take in the important things. (2)
That I really can read: regain my faith in myself through the teachers way of teaching reading and vocabulary, and syn., ant., and using our dictionary. A very good instructor.
I learned some what how to comprehend.
Reading and writing
I'm reading better. (2)
I was learning speed reading and spelling. I had to quit because I got sick.
Sounding out words and reading a little faster.
Basics of reading
The importance of correct and complete documentation in the nursing profession. (11)
A good verb vocabulary - good instruments for writing care plan. How to document. (2)
How to increase my job skills.
Determination of nursing diagnosis, short term and long term goals. (2)
Better communication skills.
I feel I am able to communicate in Spanish effective enough to get the job done. (2)
I learned how to better perform my duties and also obtained a more knowledgeable attitude toward the local Hispanic community. (2)
How to explain some of the legal forms to the women I work with.
Basic Spanish phrases. (2)
Everything
Traffic stops, all areas she taught were helpful to me.
The whole class was very important and useful.
Writing techniques useful to my job as a technical writer. (2)
Be aware of audience assessment, readability, simplicity of writing style.
Correct word usage (4)
General writing
How to construct a procedure, step by step.
How to use words properly in a sentence.
Improvement of my English skills.
Possessive nouns rule, spellings. (3)

Basic grammar rules, basic technical writing rules. (6)
Punctuation, spelling, editing. (3) I needed to attend that class and practice more.
Clarified the use of commas, I will not forget possessive case.
English being my second language, I learned grammar.
The importance of good grammar in communication and how few people really know it well.

7. *What do you feel were the major strengths of the course?*

To improve comprehension (3)
Read and comprehension (3)
All of it (4)
Learning to read faster and to get more out of what I read. (3)
Reading more (2)
There was no pressure from anybody in the class, everybody seemed to get along.
Speed reading
Excellent teacher. (6) The instructor is probably working for peanuts. Why not give her a raise.
A very good instructor took time to explain in full detail. (4)
To learn the key words in the reading course in finding the answer to the questions. (2)
It helped me understand how to think along with reading and to remember what I had read.
The meanings of synonym and antonym.
The vocabulary, reading and MSDS sheets. (2)
The material (4)
The teacher. He put everyone at ease, worked on any level, was very positive. (2)
It was at our work location.
Test
Learned the symbols and blending and the understanding of words and what they mean.
The material and information was very pertinent and important concerning why, how and what in the subject of documentation. (3)
Enthusiasm and preparedness of instructor. (4)
Communication skills.
Location - attitude of instructor. I think that having an instructor from an extended care facility was an excellent idea.
Questions and answers - discussions able to verbalize our needs.
How it was presented, very informative.
Review
Applicable to our everyday work situation. Sharing of information from various facilities.
The course was set up around our work performance and duties. (2)
Vocabulary was excellent.
The way we all had to speak and read in Spanish.
Instructor had excellent knowledge of Spanish vocabulary. (3)

The way the teacher taught, the extra time she took with us. (3)
Instructor who was interested in the topic and had a writing/editing background in industry. (3)
Instructors background and use of limited time.
Punctuation help
Started at ground zero (2)
The homework involving writing procedures. (2)
The teacher's presentation. (5)
Being able to determine if the sentence is correct.
To teach us how and why certain things are correct in grammar.
It pointed out from the very beginning what you were weak in and what you were going to need to do to correct it. Learned how to use Gregg reference. (5)
Focusing on subject and verb agreement and punctuation.
Pointing out to me how stupid I am.
Manual, teacher's knowledge of subject - teacher had good background experiences to use in emphasis of main points.
Materials used and presentation of those materials.
Helping students be more aware of his/her spelling and writing techniques.

8. *What were the major weaknesses in the course?*

Need to be longer. (20)
Eye strain
Not enough time and went a little too fast. (2)
Vocabulary and learning to spell
The closed test was very frustrating. Needs to be thrown out.
The closed test is very intimidating because of time and pressure.
The reading time was too short in preparing to answer the questions, but even at that it was for my own self esteem.
I would like to use the dictionary in the class more than the last day, but I did learn how to use it better so I can use it in the future.
None that I saw, except it was a little hard for a couple of people because of others making too much noise while the rest of us were working one on one with the teacher.
I found some of the vocabulary a little difficult.
I wish we could have spent more time on each point and had more time for discussion and input from class members.
Not enough "hands on" time in documenting narratives in writing care plans - although instructions and suggestions for using standardized care plans were presented.
Felt that all this works well in books and to talk about it, but in the real world of today's nursing, time is a real factor in implementing. I would like to see a change so that we could implement it all.
Time of day, especially if you worked day of class.
Not enough time spent on care plans.
Wish there was a "secondary" or advanced course which would follow this one.
I didn't really feel like there were any weaknesses.

Low class attendance. (2)
Not enough writing assignments.
Audio visual aids (2)
too short (3)
Company ( ) cooperation. The company would not allow me to go to classes scheduled. The company should allow people to remain in class that they have provided for the employees.
Please have a class in town for people who work in town.
The instructor did not have a system to monitor completion of homework assignments. Homework is very important to this class. Not enough quizzes to assess student's progress. (2)
Too much time away from job.
Scheduling of the class could have been better.
The Executive Guide for Grammar, was the weakest part. But still not real weak. It was OK "undecided" on the rating scale.
Not enough discussion between students and instructor.
Did not cover the entire scope of English. .
Sentence construction
Teacher seemed to have trouble teaching adults - seemed to make good adjustments as class progressed.
The writing style was very different from mine and I do not write sentences in this way, this makes it difficult.
I would attend more courses just like this.
Not enough sessions at least two more would be helpful.
Length of course - lots of work for a short timeframe.

9. *What changes would you recommend for improving this course for use in other companies?*

I feel we should have some spelling, writing courses too.
No changes
Better vocabulary and learning how to spell better.
Giving more hours for the course because I feel you could really get a lot more out of it (9)
I think the entry to course should be voluntary.
The closed test not be timed and made of being put under pressure.
I think this course should be used not only for the slow ones, but for everyone who works for any company.
To have the dictionaries at their disposal throughout the class.
Go site wide, this is something I really think everybody needs. (3)
More time spent on each point.
More fliers and information, more work on actual care plans, instructor could do some in class on board, name tags for all plus where they work.
Strongly recommend this course to hospital nurses rather than private medical offices.
Was fully rounded out.
Great class.
Have more follow up skilled areas.
Shorten length of time to allow more nurses to attend.

Retail business would use a course like this one relating to the merchandise that they sell.
A quiz during the class to monitor student progress. (2) Writing assignments to allow students to practice the principles that are taught.
More technical examples in subject matter.
Company ( ) cooperation. Once you are in class make other companies keep you there until the course is complete.
More time to do homework
A longer course length and a more relaxed learning environment.
Would like to go yearly.
Longer and twice a year.
Monitor homework completion. Stipulate that homework is not to be done on company time. Instruction should be 'performance based' (tailored to the end result that the company wants to see in the employees).
I think follow up class course would increase the effectiveness of the things we learned. (2)
Make this a week course (have it all at once) instead of spreading it out over 2 months. It is too hard to get away from the work area.
Develop a class for advanced students and beginning students.
Lengthen class from 6 weeks to approximately 10.
More handouts on correct usage of grammar, other than a book.
Dispense with homework - we simply do not have time to complete it. Class time should be utilized to perform practical assignments.
Longer, but only once a week to disturb work less.
Somehow make class time involve class members in a different learning situation.
Less awkward sentences would be more practical.
Make it an 8 week course.
Possibly one day a week for 3 months or longer sessions (half day).

Workplace Literacy Conference

As one component of the NWREL evaluation of the Idaho Workplace Literacy Project (WLP), the NWREL staff worked with the Idaho Division of Vocational Education in developing and analyzing a WLP conference evaluation form. The conference was held in December, 1988 to help participants develop:

1. An understanding of workplace literacy

2. An appreciation of need for workplace literacy in relation to:

    a. state economy
    b. business/industry productivity
    c. employee development

3. Increased general awareness of workplace literacy

The conference evaluation form contained seven statements that were rated on a four point scale from very helpful to of no value. Participants were also asked to suggest topics to be addressed in future WLP conferences and to give their general comments. Table 1 shows the responses from 56 people completing the form. Rated the highest were that the topics were adequately covered by the main speaker and that the conference provided participants with additional information on workplace literacy.

TABLE 1
Workplace Literacy Conference Evaluation Responses

	Very Helpful	Helpful	Limited Value	No Value
1. Did the conference provide you with additional information on workplace literacy?	34	20	1	0
2. Will the information you received help you address the workplace literacy concerns in your organization/agency?	23	23	7	0
3. Was the topic adequately covered by the main speaker?	37	16	1	0
4. Was there sufficient time for discussion and questions?	32	22	3	0
5. Was the panel discussion helpful to you in addressing your concerns?	17	26	10	0
6. What was your overall rating of the conference?	30	22	4	0
7. Would you recommend this conference to your associates?	28	17	4	0

A number of topics were suggested for future conferences. The most frequently given suggestions related to specifics on how to work with employers, sharing success stories, and the implications for secondary education. The complete list of suggested topics is in Appendix A.

Staff Training

The WLP provided a staff training workshop in December 1988. Upon completion of the training, the project staff were expected to be able to:

1. Conduct a Workplace Literacy Job Analysis and Employee Assessment
2. Establish a network of agency and industrial contacts
3. Implement child care process as needed
4. Complete project reports and data collection instruments
5. Interpret the approval process for determining eligible applications
6. Develop a process for formative evaluation for projects
7. Develop a process to identify and document matching or in-kind funding of projects
8. Determine appropriate testing or assessment tools to be used with participants

An evaluation form was used to assess training in eleven dimensions. Twenty-seven people completed the ratings. Areas where training was rated highest were: the effectiveness of the trainer, job analysis, employee assessment, and testing tools. Rated lowest was the inservice training in child care. Table 2 shows the ratings of each component.

APPENDIX B

Idaho Workplace Literacy Project

Evaluation of the Literacy Conference and Staff Training Workshop

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January 28, 1989

Participants were also asked to identify strengths of the training session and ways it could be improved. The most frequently mentioned strengths were, Dr. Sticht's presentation, and the good mix of people from various agencies. Suggested improvements were to allow more time for questions, provide more practical sessions, and more specific training to each type of partner, and to provide concrete tools by the end of the workshop. Specific comments are shown in Appendix B.

TABLE 2
Staff Training Evaluation Responses

	Excellent	Good	Fair	Poor
Job Analysis	10	12	4	0
Employee Assessment	9	14	4	0
Networking	0	14	6	2
Child Care	0	11	12	4
Project Reports	0	9	6	3
Approval Process	1	10	5	2
Testing Tools	9	10	6	0
Formative Evaluation	0	15	8	2
Matching Fund Identification	2	8	6	3
Training Materials	4	17	2	2
Effectiveness of Trainer	13	9	1	0
Overall Effectiveness of Training Sessions	5	16	4	0

APPENDIX A

WORKPLACE LITERACY

CONFERENCE EVALUATION

3. What other Workplace Literacy topics should be addressed in future conferences?

How to do it. Success stories next summer. Importance to U.S. teachers.

Training programs for women in work-place and wanting to enter the job market.

Who/how will say for training?

Please - no more conference meetings & surveys - lets do something.

Immigration - what are this new groups literacy needs?

Who's role is it to provide literacy training & why. What are the key advantages to employers?

How to approach employee & help him recognize there is a problem?

Implications for career planning educators in secondary schools.

Relationship of SL to job productivity.

Recruiting/identifying employees in need.

From worker/labor viewpoint - who benefits & why from workplace literacy.

Conducting needs assessment in specific skills areas.

Come to a consensus of a short definition on what is lietracy & have statistics on ideas for this definition.

Alternative schools for drop out-pregnant teens.

More information on establishing programs.

Attitudes of employees, more employer input.

What is going to be done about this issue.

Examples of methods from other states - organizations doing workplace literacy.

Initiators to deal with targeting populations.

The discrimination factor involved in testing - available recourses for classes in rural areas - networking - $ for pilot projects.

Private sector "success" stories.

Evaluation of efforts. Dept. of Ed's philosophy.

How to implement in an academic institution!

More discussions on secondary education.

WORKPLACE LITERACY

CONFERENCE EVALUATION

9. General Comments.

This was about the best panel I have heard. Much superior to University professors.

Really enjoyed the panel discussion the most. Enjoyed Dr.Sticht's part of the program.

Great. Gary Nelson - DOE.

The "sitting time" was too long - need more frequent breaks to relieve the aching butts! Break at a maximum of 75 minutes.

Dr. Sticht was super, he relates and speaks on common terminology - it was extremely enlightening expecially our education level compared to other countries. The U.S. should become aware immediately or/unless this already takes place/others will own what our former country men/women tried to preserve. The education of our youth in Idaho needs to improved, the pressure from religious organizations to hold down females as not important to study fields in math, science falls back to some degree on Mormon religion - until this changes from families, teachers, business owners, etc. we can not progress in Idaho and a few states that fall on our border.

Dr. Sticht's presentation useful and entertaining - except for the gentleman from Portland many, many platitudes from panel.

Bad timing - interrupts holidays. Sticht's charts and graphs should have been hand outs.

Data presented by main speaker was derived from military and inferred that similar situations existed for civilian situations. I am still not sure where the parameters defining literacy are.

DOE Representative would have been nice. Would have liked a little more on the impact the global economy and competition has had on the workplace - ie. - SPC, increased emphasis on costs, automation, competition, etc.

Good variety of agencies represented. The Conference revealed the amount of work and thought that has been given to "Workplace Literacy".

Talk. Talk Talk. It seems that it's one more horn for state to toot. Why not let the private sector have incentives to improve - not another Task (gasp) Force.

Well planned. Moved quickly and stayed on schedule while providing excellent information & expertise.

Portland & H.P. = very helpful. EG&G = limited value. Dept. of Employment & Dept. of Commerce = no value and may need to work on their workplace literacy. Bob talked only about E.D.

Although workplace literacy was quite thoroughly defined as well as identifying a need for corrective action, I would have liked to have had the roles of the different agencies more clearly identified.

9. General comments continued.

Temperature of room most uncomfortable in p.m. Dr. Sticht's speaking manner was enjoyable - his wrap up was great.

1. I was impressed by Trudy's speech; both content and it was 100% non-gender biased. Nice job!! 2. Dr. Sticht is great! Original. New & helpful information. Clever and entertaining.

Enjoyed the mix of the people in attendance! Thanks!

Panel perspective from private business was interesting. Bob Ford provided excellent overview of Economic Development. Ms. Kilgrow seemed to lack sincerity. Dr. Sticht was informative and entertaining. We are all aware of the problems. Where are the solutions?

May I suggest that we might have a "wellspring" of strength in people who have worked in the particular occupation returning after retirement to model skills for new personnel. Since the age "mean" is tending to be those who are older, because they are living longer. Keeping them busy is helping them be independent longer plus utilizing their experience to a good advantage.

Good conference.

Even though information was extremely good & worthwhile, I'm still at a loss as to how to reach the average H.S. grad that in reality has poor marketable skills. I'd like to see more emphasis in this area in future programs. Better suggestions to approach such individuals not eligible for sub. programs.

Still seems to be a lot of ambiguity about term literacy. Are we talking about reading, writing, math or performance discrepancies? We are all obviously using different definitions, understandings which makes meaningful discussions and planning difficult.

I think the problem of worker literacy was not well defined. Dr. Sticht's presentation had sufficient information, however, to develop a definition. Approaches to raising the level of literacy were not addressed, nor were the roles of employers, employment service, or educators in remedying the problem. Not enough substance in the first day session related to workplace literacy enhancement. Looking forward to more substance in the next 1½ days.

Very good.

Stratagies for cognitive increases. Need softer seats.

Thank you.

Can't see the overhead.

Transitions to work. A more in-depth look at intergenerational literacy.

APPENDIX B

WORKPLACE LITERACY

STAFF TRAINING EVALUATION

List strengths of the Training Session

Dr. Sticht - staff Josie, Larry, Don

Left me with new information of personal value that will take some time, review and consolidation to assimilate.

Tom Sticht   111

Brought all involved parties together for beginning of networking.

Dr. Sticht, presentation.

Software on readibility, written information. I'm glad the steering committee asked for shortened child care forms.

Dr. Stichts humor was a real asset in addressing what could be a very dull and dry topic.

Good mix of participants from the various agencies. Dr. Sticht was a very good presenter.

Dr. Sticht "insightful"

Dr. Sticht's presentation was very good; Josie & Larry's discussion was good, although it should have been scheduled earlier.

Sticht was good. He is a professional researcher. I see this task as a momumental research undertaking with only partially trained people.

Dr. Sticht was great - he was well prepared.
Consultant.

Dr. Sticht's training manner & humor were great. It was good to see the readibility software.

Tom was interesting to listen to, he gave good overviews & sources of information. Brought up good questions. The rooms were fine, the food was OK, the staff was great.

Very good presentation for new program concept.

Information from Dr. Sticht was very informative.

Psycho-metric information from Dr. Sticht, over all view and then specifics of the problem.

Occasional movement into the world of reality provided by Dr. Sticht

WORKPLACE LITERACY

STAFF TRAINING EVALUATION

How would you improve the session?

Thanks for allowing me to be here.

Need to have clear specification of purpose. I was very impressed with the scope of information presented by Dr. Sticht, but I am also convinced (based on conversation with him) that he was unsure of the purpose of the workshop.

Get with the program - waste too much time! This program could have been done in less than two days. On the other hand - most information was meaningful.

Determination of precise role of Job Service. What preparation will we have to job analyses?

Specific training for each component would have enabled all agencies to understand their responsibility.

More concrete information on how to obtain childcare.

Studio visual aids. You could really see & have all the pages in Dr. Sticht's "Functional Context Education" manual.

OK as presented.

Would like more time with Dr. Sticht picking his brain, maybe have him design a model.

1. Earlier clarification of roles. 2. Examples of actual task analysis. 3. EEO and large parameters. 4. Softer chairs.

A firm statewide survey questionaire should have come out of the sessions. In that regard it lacked some content.

Instead of keeping the group together - perhaps giving specific training to each partner instead of broad generalizations would have been more helpful. Stay with the program. Precise concrete examples. We often strayed from the topic - this made many things appear disorganized and unclear. Was this session for training or for brainstorming? Prepare an agenda & let us know ahead of time - them we could be prepared to offer more assistance.

We need more information in these areas. Child care. Matching Fund Identification and Approval Process.

Bad time of year for meeting.

No concrete tools by the end of workshop. We each have to develop our own - so sad! Needed workshop earlier - time line now for January will be hectic.

I found it a real disadvantage that most of the overheads couldn't be read. Information on child care was quite confusing. I had hoped that more specific "hot to" information would be given.

How would you improve the session? continued

Not enough time to answer questions brought up by Tom. I left with an uneasy feeling that there are many unknowns. I would have like to have felt closer on more problems (I know this doesn't happen often).

Further sessions could be more practical. Maybe some examples of things that work.

Excuse the "This is your networking" portion!

Bigger room for 2 days with more air flow. Specifics on what Job Service does next.

Individual training for the individual provider groups in their area of responsibility.

Idaho Workplace Literacy Project

Interim Evaluation Report

Prepared by

Education and Work Program
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

June 1989

This interim report summarizes the design used in evaluating the Idaho Workplace Literacy Project, reports findings regarding the Workplace Literacy conference and staff training, and summarizes briefly the Workplace Literacy Coordinator's monthly reports from October 1988 through February 1989.

1. Evaluation Design

The Northwest Regional Educational Laboratory (NWREL) has been contracted by the Idaho Division of Vocational Education to conduct an independent evaluation of the Project. The design consists of a statement of the proposed evaluation questions to guide the evaluation, data collection procedures, timeline, and reporting arrangements. The evaluation is being conducted to provide feedback to the staff for program improvement and to document the processes and outcomes of the project. The latter information should be of special interest to those thinking of replicating all or part of this workplace literacy project as well as to policymakers. Information from the evaluation should also be useful in obtaining funding for the continuation of the project after this year of federal funding.

Evaluation Questions

The evaluation questions were developed as a result of reviewing the project proposal, discussing the information needs with the project monitor in Washington, D.C., and discussion and feedback from the project's Steering Committee at their meeting in Boise in December, 1988.

1. To what extent have the program objectives been met in terms of:
    a. increasing the availability of basic literacy services and activities?
    b. establishing an identification and referral network?
    c. providing programs to meet the needs of adults with limited English language proficiency?
    d. providing workplace literacy programs designed to upgrade basic literacy and occupational skills?
2. What contributed to the successes and failures of the project?
3. How important and effective was the child care component in recruiting and maintaining participants?
4. What role did business and industry play in the partnership? What types of long-term investments did they make? How large was their dollar investment?
5. What is the most effective contact point within a company's management structure in reaching employers to identify literacy needs and solutions?
6. How successful was the workplace literacy staff training?
7. How effectively has the project disseminated its practices to other interested parties?

Data Collection Procedures

The Northwest Regional Educational Laboratory (NWREL) is using a number of strategies in evaluating the above objectives. These include: 1) a review and analysis of the monthly reports submitted by the Workplace Literacy Project (WLP) coordinators; 2) observation and participant survey of those attending the staff training in December; 3) a survey of approximately 200 people receiving workplace literacy training to upgrade literacy and occupational skills; and 4) a telephone survey of the WLP coordinators regarding assessment of the objectives identified above.

2. Workplace Literacy Conference Evaluation

The workplace Literacy Conference was evaluated at the end of the day by 56 participants. The conference was found to be very helpful in providing participants with additional information on workplace literacy. A four point rating scale from very helpful to of no value was used for seven items. Table 1 shows the results. None of the statements were rated as of no value and the majority were rated as very helpful.

TABLE 1

WORKPLACE LITERACY
CONFERENCE EVALUATION RATINGS

Please rate the Conference on the following by circling:

	Very Helpful	Helpful	Limited Value	No Value
1. Did the Conference provide you with additional information on Workplace Literacy?	34	20	1	0
2. Will the information you received help you address the Workplace Literacy concerns in your organization/agency?	23	23	7	0
3. Was the topic adequately covered by the main speaker?	37	16	1	0
4. Was there sufficient time for discussion and questions?	32	22	3	0
5. Was the Panel discussion helpful to you in addressing your concerns?	17	26	10	0
6. What was your overall rating of the Conference?	30	22	4	0
7. Would you recommend this conference to your associates?	28	17	4	0

In the open ended section, participants were asked to identify topics for future conferences. Most of the suggestions focused on implementation issues and a desire for successful examples. A listing of specific comments made is shown here.

- How to do it. Success stories next summer. Importance to high school teachers.
- Training programs for women in workplace and wanting to enter job market.
- Who/how will pay for training?
- Please no more conferences, meetings, and surveys - lets do something
- Immigration - what are this new groups literacy needs?
- Who's role it is to provide literacy training and why. What are the key advantages to employers?
- How to approach employee and help him recognize there is a problem? Getting parents involved.
- Implications for career planning educators in secondary schools.
- Relationship of workplace literacy to job productivity.
- Recruiting/identifying employees in need.
- From worker/labor viewpoint - who benefits and why from workplace literacy.
- Conducting needs assessment in specific skills areas.
- Come to a concensus of a short definition on what is literacy and have statistics on Idaho for this definition.
- Alternative schools for dropout-pregnant teens.
- More information on establishing programs.
- Attitudes of employees, more employer input.
- What is going to be done about this issue?
- Examples of materials from other states-organizations doing workplace literacy.
- Initiatives to deal with targeted populations
- The discrimination factor involved in testing-available resources for ABE classes in rural areas - networking, money for pilot projects
- Private sector "success" stories
- Evaluation of efforts, Department of Education's philosophy.

- How to implement in an academic institution.
- More discussion on secondary education

Participants were also asked for their general comments. The most frequent comments were praise for Dr. Sticht's presentation. Some people commented on the ambiguity remaining in the term "literacy."

3. Workplace Literacy Staff Training Evaluation

The staff training was evaluated by 26 participants. Participants rated 11 topics presented as excellent, good, fair, or poor. Rated the highest were the sessions on effectiveness of trainers and the session on job analysis. Rated lowest was the session on child care. In their overall rating of the training sessions, most participants rated the training as good. Table 2 contains their ratings.

TABLE 2

WORKPLACE LITERACY STAFF TRAINING EVALUATION

Please rate the training in-service in the following areas:

	Excellent	Good	Fair	Poor
Job Analysis	10	12	4	0
Employee Assessment	9	14	4	0
Networking	4	14	6	2
Child Care	0	11	12	4
Project Reports	0	9	6	3
Approval Process	1	10	5	2
Testing Tools	9	10	6	0
Formative Evaluation	0	15	8	2
Matching Fund Identification	2	8	6	3
Training Materials	4	17	2	2
Effectiveness of Trainer	13	9	1	0
Overall Effectiveness of Training Sessions	5	16	4	0

In open-ended questions, participants were asked to identify strengths of the training session and ways it could have been improved. Major strengths reported included the insights of Tom Sticht and the practical applications of what he said. Suggestions for improvement included clarification of purposes for the training and of roles of various agencies and persons involved. More specific training for individual provider groups was also recommended.

Listed below are some general observations about the coordinator's reports followed by a summary for each site.

Observations on the Overall Project

1. Some WLP sites were further along in implementing workplace literacy than others. Classes were offered at the college location as opposed to the workplace at 4 of 6 sites.
2. Child care needs seldom appeared to be an issue to the persons involved in the training. Although many businesses were asked of the need, only in two cases so far was child care requested.
3. Business partnerships appear to be underway in 4 of the 6 locations. Some of the colleges were trading teaching time for space.
4. The needs assessment part of the program is being implemented. In one location there was some resistance from the workers as to why they needed to be tested. In another case the management expressed the feeling that the given assessment was unfair.
5. The referral network is in place at all of the colleges. Most are using the media to spread the news of WLP. All colleges are using the brochures as distribution materials, some by "blanket" distribution, others sending brochures only upon contact with a company.
6. ESL was an area of need in only two of the colleges who have contacted businesses.

Workplace Literacy Project Sites

1. Idaho State University - Adult Success Center - School of Vocational-Technical Education
2. Boise State University - School of Vocational-Technical Education
3. North Idaho College/Region I, School of Vocational-Technical Education
4. Lewis and Clark State College/Region II - School of Vocational-Technical Education
5. College of Southern Idaho School of Vocational-Technical Education
6. Eastern Idaho Vocational-Technical School

4. Coordinator's Reports

Narrative monthly reports were received in time for this interim report from coordinators at all six sites for October 1988 through February 1989. Although the reports were not structured in a uniform manner, we looked to see the extent to which they covered evaluation issues reflected in the NWREL evaluation design. Table 3 displays the areas of focus identified in the evaluation design and the extent to which various sites addressed these issues. As can be seen in Table 3, most of the areas were covered in the coordinator's reports except the child care issue and factors considered to be contributing to the success or failure of the project.

Table 3

Contents of Workplace Literacy Coordinator's Reports

	Idaho State	Boise State	N. Idaho	Lewis & Clark	Col. of S. Idaho	E. Idaho
1. Factors contributing to success or failure						
2. Child care effects			X			
3. Business partnerships	X	X		X	X	X
4. Managements contact points	X	X		X	X	X
5. Staff training	X	X		X	X	
6. Project dissemination		X	X	X	X	X
7. Availability of basic literacy services	X	X	X	X	X	X
8. Identification and referral networks	X		X	X		X
9. Programs for English language proficiency		X			X	X
10. Upgrading literacy and occupational skills	X	X		X	X	X

Idaho Workplace Literacy Project
Final Evaluation Report
Executive Summary

The Northwest Regional Educational Laboratory (NWREL) was contracted by the Idaho Division of Vocational Education to conduct an independent evaluation of the project. NWREL used a number of strategies in evaluating the project. These included: 1) a review and analysis of the monthly reports submitted by the Workplace Literacy Project (WLP) coordinators; 2) observation and participant survey of those attending the staff training; 3) a survey of approximately 200 employees receiving workplace literacy training to upgrade literacy and occupational skills; and 4) interviews with the WLP coordinators and steering committee members.

Listed below is a summary of the evaluation organized around the seven questions used to guide the evaluation process.

1. *To what extent have the program objectives been met in terms of:*

   a. *increasing the availability of basic literacy services and activities?*
   b. *establishing an identification and referral network?*
   c. *providing programs to meet the needs of adults with limited English language proficiency?*
   d. *providing workplace literacy programs designed to upgrade basic literacy and occupational skills?*

   a. Prior to this project, there were existing Adult Basic Education classes at postsecondary institutions but no systematic approach to workplace literacy. In fact, a contribution of the project was clarification of the concept of workplace literacy and help to the business community in understanding how serious the problem is and what can be done to improve the situation. As a result of this project, workplace literacy opportunities became available in all six postsecondary regions of the state, and 885 workers participated.

   b. Referral networks were developed at both the state and local community levels. Partly as a result of the state and the local steering committees education, government and training organizations became aware of each other's services and how they could support the needs of workers. Both coordinators and company human resource development staff told about learning of the resources available from each other, thus leading some companies to start coming to their local postsecondary institutions for workplace training. Also, some employers went beyond the literacy level to encourage employees to begin additional learning through postsecondary courses.

   c. ESL programs were started at eight companies to assist 137 adults with limited English language proficiency. Excellent assessment of these individuals occurred to place them in appropriate programs. Those ESL students observed by the evaluators appeared highly motivated and had good attendance records.

d. Workplace literacy programs at 42 companies were conducted and involved 885 workers. The content included reading, technical writing, math, sign language, safety, statistical process control (SPC), and workplace-oriented ESL.

2. *What contributed to the successes and failures of the project?*

Among the factors which appear to have contributed to the success of the project are: the recognition of the critical problem of workplace literacy, good coordination at the state and local level that developed over the 12 months, improved attitudes of companies in recognizing the willingness and ability of postsecondary institutions to provide customized training, enthusiasm of some of the project coordinators and company representatives to involve workers, willingness of some companies to recognize and reward workers who took the training, increased understanding of postsecondary staff regarding conditions faced by local companies, and the availability of child care provisions even if seldom used.

Factors that have limited project success include: the delayed start-up time needed; too much paperwork for approval of some of the training projects; struggle over the concept of workplace literacy; initial turf issues between ABE coordinators, short-term worker upgrade trainers and other groups; inappropriate scheduling of some classes that resulted in lower student attendance; lack of willingness or ability of more companies to pay for continued workplace literacy training; and failure to obtain state legislation or other processes for continued funding beyond the 12 month federal project.

3. *How important and effective was the child care component in recruiting and maintaining participants?*

Although the statistics indicate relatively few workers chose to use the child care funds, a lot was learned about the need for various types of quality child care that will be useful in future projects. Also, one steering committee member indicated the availability of such child care funds reduced the number of excuses people could give for not taking the workplace literacy training.

4. *What role did business and industry play in the partnership? What types of long-term investments did they make? How large was their dollar investment?*

The role of business and industry was critical. Without them there would not have been a workplace literacy project. In addition to agreeing to offer such training at their company sites, about half allowed employees to receive the training during regular work hours. In addition to providing classroom space, some also provided supplies and equipment, such as Universal Foods that purchased computers for the courses. Coordinators' records indicate an in-kind contribution of companies at more than $111,000. Companies, on the average, paid about half of the training costs.

5. *What is the most effective contact point within a company's management structure in reaching employers to identify literacy needs and solutions?*

The most effective contact point within a company's management structure, according to the coordinators interviewed, varied widely from company to company. It depended also on prior personal networks that may have existed. At the January 29, 1990 steering committee meeting, I raised this question with the group. It was suggested by a few that training directors were appropriate in large companies, personnel directors in middle size companies, and the president or owner in small companies.

6. *How successful was the workplace literacy staff training?*

A staff training workshop was provided in December 1988. Participants judged the training highest in the effectiveness of the trainer, and skills learned in job analysis, employee assessment, and testing tools. Rated lowest was the inservice training in child care. People commented on the ability of Dr. Sticht to communicate well and on the good mix of participants from various agencies. Suggestions for improvement were to allow more time for questions, provide more practical sessions, and add more specific training to each type of partner.

7. *How effectively has the project disseminated its practices to other interested parties?*

Within Idaho, the project has disseminated its practices to many agencies by having their involvement on local and state steering committees, thus allowing PICs and other groups to be aware of the operations. Over the 12 months, the project coordinators have been spreading the word through numerous contacts with employers in their communities, and through other staff members at the postsecondary institutions. CAVES has spread the word about the project across the postsecondary network in Idaho.

In April, Dr. Owens will be making a presentation on the Idaho Workplace Literacy Project to the Idaho State Council on Vocational Education. Presentations have already been made to the Idaho Association of Private Industry Councils and to the State Job Training Council.

Outside of Idaho, presentations were made at the American Vocational Association's December conference in Orlando, Florida, to a local community college in Orlando, and to participants at the Inland Northwest workforce conference.

Idaho Workplace Literacy Project

Evaluation of the Literacy Conference and Staff Training Workshop

Prepared by
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January 28, 1989

Workplace Literacy Conference

As one component of the NWREL evaluation of the Idaho Workplace Literacy Project (WLP), the NWREL staff worked with the Idaho Division of Vocational Education in developing and analyzing a WLP conference evaluation form. The conference was held in December, 1988 to help participants develop:

1. An understanding of workplace literacy
2. An appreciation of need for workplace literacy in relation to:
    a. state economy
    b. business/industry productivity
    c. employee development
3. Increased general awareness of workplace literacy

The conference evaluation form contained seven statements that were rated on a four point scale from very helpful to of no value. Participants were also asked to suggest topics to be addressed in future WLP conferences and to give their general comments. Table 1 shows the responses from 56 people completing the form. Rated the highest were that the topics were adequately covered by the main speaker and that the conference provided participants with additional information on workplace literacy.

TABLE 1
Workplace Literacy Conference Evaluation Responses

	Very Helpful	Helpful	Limited Value	No Value
1. Did the conference provide you with additional information on workplace literacy?	34	20	1	0
2. Will the information you received help you address the workplace literacy concerns in your organization/agency?	23	23	7	0
3. Was the topic adequately covered by the main speaker?	37	16	1	0
4. Was there sufficient time for discussion and questions?	32	22	3	0
5. Was the panel discussion helpful to you in addressing your concerns?	17	26	10	0
6. What was your overall rating of the conference?	30	22	4	0
7. Would you recommend this conference to your associates?	28	17	4	0

A number of topics were suggested for future conferences. The most frequently given suggestions related to specifics on how to work with employers, sharing success stories, and the implications for secondary education. The complete list of suggested topics is in Appendix A.

Staff Training

The WLP provided a staff training workshop in December 1988. Upon completion of the training, the project staff were expected to be able to:

1. Conduct a Workplace Literacy Job Analysis and Employee Assessment
2. Establish a network of agency and industrial contacts
3. Implement child care process as needed
4. Complete project reports and data collection instruments
5. Interpret the approval process for determining eligible applications
6. Develop a process for formative evaluation for projects
7. Develop a process to identify and document matching or in-kind funding of projects
8. Determine appropriate testing or assessment tools to be used with participants

An evaluation form was used to assess training in eleven dimensions. Twenty-seven people completed the ratings. Areas where training was rated highest were: the effectiveness of the trainer, job analysis, employee assessment, and testing tools. Rated lowest was the inservice training in child care. Table 2 shows the ratings of each component.

Participants were also asked to identify strengths of the training session and ways it could be improved. The most frequently mentioned strengths were, Dr. Sticht's presentation, and the good mix of people from various agencies. Suggested improvements were to allow more time for questions, provide more practical sessions, and more specific training to each type of partner, and to provide concrete tools by the end of the workshop. Specific comments are shown in Appendix B.

TABLE 2
Staff Training Evaluation Responses

	Excellent	Good	Fair	Poor
Job Analysis	10	12	4	0
Employee Assessment	9	14	4	0
Networking	0	14	6	2
Child Care	0	11	12	4
Project Reports	0	9	6	3
Approval Process	1	10	5	2
Testing Tools	9	10	6	0
Formative Evaluation	0	15	8	2
Matching Fund Identification	2	8	6	3
Training Materials	4	17	2	2
Effectiveness of Trainer	13	9	1	0
Overall Effectiveness of Training Sessions	5	16	4	0

Idaho Employee Skills Training Survey

This survey is intended to assess the training provided to employees by the Idaho Workplace Literacy Project. The information collected will be used to improve training at other locations in Idaho. Please take a few minutes to complete the survey and return it to your course instructor. These surveys will be collected and sent to the Northwest Regional Educational Laboratory for analysis and reporting as part of its evaluation of the Idaho Workplace Literacy Project.

1. What is your job title or position description?______________________________

   ____

2. For approximately how many years have you worked for this company?

   _____Years

3. Your sex: _____ Male _____ Female

4. Please evaluate the training you have received through the Idaho Workplace Literacy Project by rating the following statements as: SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree. Circle one rating for each statement.

a.	The expectations of the course were made clear to me.	SA	A	U	D	SD
b.	The training focused on areas that are important in performing my job.	SA	A	U	D	SD
c.	I feel I will be able to do a more effective job as a result of this training.	SA	A	U	D	SD
d.	The course was interesting to me.	SA	A	U	D	SD
e.	I feel that I learned much from the course.	SA	A	U	D	SD
f.	The instructor was well prepared.	SA	A	U	D	SD
g.	The course used a variety of teaching methods rather than just lecture.	SA	A	U	D	SD
h.	The course materials were useful.	SA	A	U	D	SD
i.	The scheduled class time was appropriate.	SA	A	U	D	SD
j.	I would enjoy taking other courses in the future.	SA	A	U	D	SD
k.	I would recommend this course to workers at other companies	SA	A	U	D	SD

5. a. Were child care provisions available during the class hours for those taking the course?

_____ Yes _____ No

b. If yes, did you take advantage of the child care opportunities? ____ Yes ____ No

6. In your opinion, what were the most important things you learned from the course?

7. What do you feel were the major strengths of the course?

8. What were the major weaknesses in the course?

9. What changes would you recommend for improving this course for use in other companies?

FINANCIAL

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

to Which Report is Submitted
US Dept of Education
Div. of Financial Operations
Payments & Control Section

By Federal Agency
J198A80068

0348-0039

1

1 pages

3. Recipient Organization (Name and complete address, including ZIP code)
Idaho Partnership for Workplace Literacy
State Division of Vocational Education
650 West State
Boise, ID 83720

4. Employer Identification Number
826-000-952

5. Recipient Account Number or Identifying Number
Workplace Literacy
1342

6. Final Report
☒ Yes ☐ No

7. Basis
☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions)
From: (Month, Day, Year) 09-20-88
To: (Month, Day, Year) 03-31-90

9. Period Covered by this Report
From: (Month, Day, Year) 09-20-88
To: (Month, Day, Year) 03-31-90

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays			386,366.86
b. Refunds, rebates, etc.			-0-
c. Program income used in accordance with the deduction alternative			-0-
d. Net outlays (*Line a, less the sum of lines b and c*)			386,366.86
Recipient's share of net outlays, consisting of: Third party (in-kind) contributions			142,325.00
Other Federal awards authorized to be used to match this award			-0-
g. Program income used in accordance with the matching or cost sharing alternative			-0-
h. All other recipient outlays not shown on lines e, f or g			-0-
i. Total recipient share of net outlays (*Sum of lines e, f, g and h*)			142,325.00
j. Federal share of net outlays (line d less line i)			244,041.86
k. Total unliquidated obligations			-0-
l. Recipient's share of unliquidated obligations			-0-
m. Federal share of unliquidated obligations			-0-
n. Total federal share (sum of lines j and m)			244,041.86
o. Total federal funds authorized for this funding period			292,000.00
p. Unobligated balance of federal funds (*Line o minus line n*)			47,958.14
Program income, consisting of: Disbursed program income shown on lines c and/or g above			-0-
Disbursed program income using the addition alternative			-0-
s. Undisbursed program income			-0-
t. Total program income realized (*Sum of lines q, r and s*)			-0-

11. Indirect Expense
a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☐ Predetermined ☐ Final ☐ Fixed
b. Rate N/A
c. Base
d. Total Amount
e. Federal Share

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title
Daniel J. Hammel, Accountant

Telephone (Area code, number and extension)
208-334-3216

Signature of Authorized Certifying Official
Daniel J. Hammel

Date Report Submitted
June 29 1990

Previous Editions not Usable

Standard Form 269 (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

STAFF TRAINING

WORKPLACE LITERACY

STAFF TRAINING
RED LION RIVERSIDE - CINNABAR ROOM
DECEMBER 15-16, 1988

THURSDAY DECEMBER 15, 1988

8:00	Workplace Literacy - How to: Testing Readability Job Analysis Materials Methods Support Services	Dr. Sticht
10:00	Break	
10:15	Continued - How to:	
12:00	Lunch - on your own	
1:00	Workplace Literacy - Application - Team Usage - Tools and Testing - Standardized Instruments - Computer Support	 Dr. Sticht
1:30	Formative Evaluation	Tom Owens
3:00	Break	
3:15	Workplace Literacy Application - continued	
5:00	Close	

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GENERIC SKILLS RESEARCH AND DEVELOPMENT

by Arthur De W. Smith

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

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WORKER ☐

SUPERVISOR ☐

GENERIC DATA AND PEOPLE SKILLS QUESTIONNAIRE

OCTOBER 1973

DATE OF INTERVIEW ______________ LOCATION OF INTERVIEW ______________

CCDO OCCUPATION ______________ CCDO NO. ______________

COMPANY/ORGANIZATION ______________

ADDRESS ______________ PHONE NO. ______________

PERSON INTERVIEWED ______________
(name and title)

REPORT ☐

SHORT SUMMARY ☐

COMPLETE SUMMARY ☐

NOTES TO INTERVIEWER

- The purpose of this questionnaire is to determine, by questioning, the generic data and people skills which are used on the job and, of those, which ones were required on entry to the job.
- SKILLS HELD BUT NOT USED ON THE JOB ARE NOT TO BE RECORDED.
- The worker and supervisor should not be shown each other's responses.
- MAKE NO ASSUMPTIONS. SKILLS USED ON THE JOB ARE FREQUENTLY DIFFERENT FROM WHAT YOU MAY EXPECT.
- If the interviewee does not understand a question, rephrase it.
- If in doubt about a response, ask for an example or for an explanation of the skill used. Specify the exact application of the skill used where you consider it appropriate.
- For supervisor interviews, rephrase questions to identify skills used by the worker to be interviewed.

Instrument developed by:

Training Research and Development Station

Department of Manpower and Immigration

Prince Albert, Saskatchewan

GENERIC DATA & PEOPLE SKILLS QUESTIONNAIRE

INSTRUCTIONS

1. Review notes to interviewer (front cover).

2. Explain the purpose of the interview to the respondent.

3. Remove the interviewee guide from this questionnaire and give it to the respondent to examine during the interview.

4. Reading

   a. Read all lead statements and items to the respondent unless otherwise indicated on the questionnaire.

   b. DO NOT read boxed headings as they are meant to guide the interviewer in the question content.

   c. DO NOT read items printed in block letters. These items should be presented to the respondent for examination and selection.

5. Rephrasing

   a. This questionnaire has been written for the worker in an occupational area. The same questionnaire is to be used for the worker's supervisor's interview with a minimum of modification. For example:

      the question: In which of the following ways do you use numbers in your work?

      becomes: In which of the following ways does (name of worker) use numbers in (his, her) work?

   b. If the respondent tells you to rephrase an item re-read the question first then, if necessary, rephrase the question for clarification. Be sure to maintain the content of the item.

6. Recording

   a. Rephrase column: There are two types of records to be kept in this column. The first is an indication that the item was re-read. (Mark ☑). The second is an indication that the item was rephrased for clarification (mark ☒).

   b. Job and Entry columns: The purpose of these columns is to separate the skills used on the job from those required on job entry. (Mark ☑ JOB or ☑ ENTRY). Be sure not to mark both columns.

   c. Demographic Information: Be sure to complete the form on the cover page of this questionnaire. In order to ensure a high degree of accuracy and consistency in the transfer of this information:

      (1) use the pens provided
      (2) print requested material on cover page.

   d. Summary of Rephrasing: For each occupation interviewed prepare a summary and description of the items rephrased on the forms provided. In order to prepare for this summary, note your rephrasing directly on this questionnaire.

INTERVIEWEE GUIDE

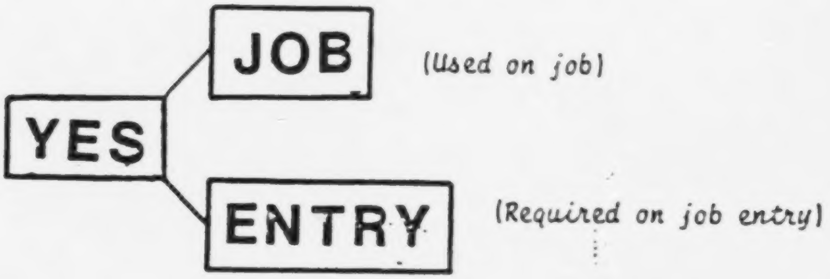
For the questions

IN YOUR WORK, DO YOU . . . . ?

Please select your answer from the following:

NO

REPHRASE



(Used on job)

(Required on job entry)

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

USE OF NUMBERS

Most employees use numbers to some degree in their work. Although some of the answers to the following may seem obvious, we would like to completely assess the use of numbers.

In which of the following ways do you use numbers in your work:

			REPHRASE	JOB	ENTRY
Whole Numbers	1	Read	1 ☐	1 ☐	1 ☐
	2	Write	2 ☐	2 ☐	2 ☐
	3	Count	3 ☐	3 ☐	3 ☐
	4	Add or Subtract	4 ☐	4 ☐	4 ☐
	5	Multiply or Divide	5 ☐	5 ☐	5 ☐
	6	Round Off	6 ☐	6 ☐	6 ☐
Roman Numerals Do you read or write					
	7	Roman numerals: (ie: I, IV, X)	7 ☐	7 ☐	7 ☐
If answer to No 7 is 'no' omit these questions	8	Up to X	8 ☐	8 ☐	8 ☐
	9	Up to XX	9 ☐	9 ☐	9 ☐
	10	Up to XXX	10 ☐	10 ☐	10 ☐
	11	Up to L	11 ☐	11 ☐	11 ☐
	12	C and over	12 ☐	12 ☐	12 ☐
Fractions	13	Read	13 ☐	13 ☐	13 ☐
	14	Write	14 ☐	14 ☐	14 ☐
	15	Add or Subtract	15 ☐	15 ☐	15 ☐
	16	Multiply or Divide	16 ☐	16 ☐	16 ☐
Decimals	17	Read	17 ☐	17 ☐	17 ☐
	18	Write	18 ☐	18 ☐	18 ☐
	19	Add or Subtract	19 ☐	19 ☐	19 ☐
	20	Multiply or Divide	20 ☐	20 ☐	20 ☐
	21	Round Off	21 ☐	21 ☐	21 ☐
	22	Use decimals only with respect to dollars and cents	22 ☐	22 ☐	22 ☐
Per Cent	23	Read	23 ☐	23 ☐	23 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

			REPHRASE	JOB	ENTRY
	24	Write	24 ☐	24 ☐	24 ☐
	25	Calculate % of a number (5% of 3.00 = ___)	25 ☐	25 ☐	25 ☐
	26	Calculate % one number is of another (75 is ___% of 90)	26 ☐	26 ☐	26 ☐
	27	Calculate a number when a % of it is known (10% of ___ = 70)	27 ☐	27 ☐	27 ☐
	28	Calculate the average of a group of numbers	28 ☐	28 ☐	28 ☐
Equivalents	29	Does your work involve the conversion of:			
		Fractions: (Example ¼ = 25% or ¼ = .25)	29 ☐	29 ☐	29 ☐
	30	Decimals: (Example .5 = ½ or .5 = 50%)	30 ☐	30 ☐	30 ☐
	31	Percentages: (Example 5% = .05 or 5% = 1/20)	31 ☐	31 ☐	31 ☐
Solve Problems	32	In your work do you ever have to select the math operations and, if more than one, decide the order in which they are done?	32 ☐	32 ☐	32 ☐
Ratio and Proportion					
	33	Do you use ratio to show comparisons between two numbers? Example: gas oil mix 16:1, or compression ratio 8:1.	33 ☐	33 ☐	33 ☐
	34	Do you use proportion to solve problems like 4:6 = 3:( )? For example 4 gallons of gas requires 40 oz. of oil. How much oil would be needed for 3 gallons? $\frac{4}{40} = \frac{3}{(\ )}$?	34 ☐	34 ☐	34 ☐
Areas, Perimeters and Volumes	35	Does your work involve the calculation of:			
		Areas	35 ☐	35 ☐	35 ☐
	36	Perimeters	36 ☐	36 ☐	36 ☐
	37	Volumes (specify)	37 ☐	37 ☐	37 ☐
Algebra	38	Solve problems algebraically with one unknown: Solve this problem by first writing a word sentence showing how the facts and unknown are related, then writing an equation and then solving it. Problem: There are 3 times as many workers on the day shift as on the night shift. The total number of workers is 30. How many are on the night shift?	38 ☐	38 ☐	38 ☐
	39	Do you make use of formulas such as $V = \frac{3M + Y}{Z}$ and have to insert the quantities for M, Y and Z and solve for V?	39 ☐	39 ☐	39 ☐

		REPHRASE	JOB	ENTRY
40	Write, simplify and solve two variable algebraic problems	40 ☐	40 ☐	40 ☐
41	Write, simplify and solve quadratic equations	41 ☐	41 ☐	41 ☐

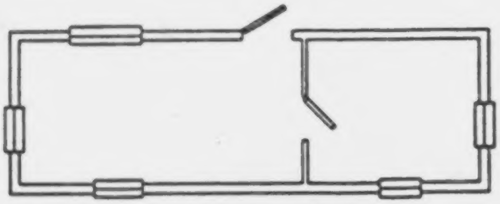
Other Calculations

42	Use tables of logarithms	42 ☐	42 ☐	42 ☐
43	Calculate with a Slide Rule	43 ☐	43 ☐	43 ☐
44	Perform Trigonometric Calculations (specify)	44 ☐	44 ☐	44 ☐

MATHEMATICAL DRAWINGS *Some jobs involve mathematical drawings. This may ask for simple recognition. For example, a truck driver may have to recognize road symbols and a draftsman will not only have to recognize mathematical drawings but produce them.*

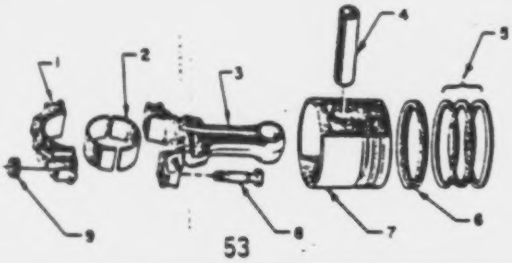
45	In your work do you have to make use of common objects such as circles, triangles, spheres, rectangles, squares, etc.	45 ☐	45 ☐	45 ☐
46	Do you have to recognize common angles such as 15, 30, 45 and 90?	46 ☐	46 ☐	46 ☐
47	Do you draw, sketch, or form these figures?	47 ☐	47 ☐	47 ☐
48	Do you read scale drawings such as blueprints?	48 ☐	48 ☐	48 ☐

Blueprint:



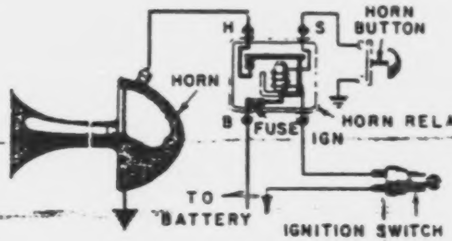
49	Do you draw to scale?	49 ☐	49 ☐	49 ☐
50	Do you take measurements from scale drawings?	50 ☐	50 ☐	50 ☐
51	Do you have to read assembly drawings?	51 ☐	51 ☐	51 ☐

Assembly:



	REPHRASE	JOB	ENTRY
52 Do you have to read schematic drawings?	52 ☐	52 ☐	52 ☐

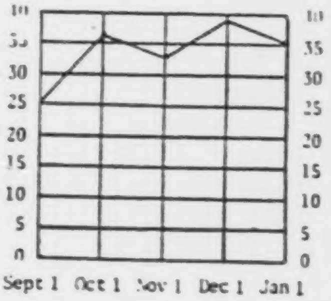
Schematic:

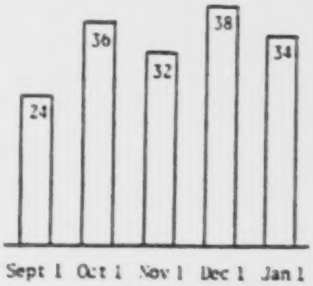


	REPHRASE	JOB	ENTRY
MEASUREMENT *Many employees have involvement with measurement. Stenographers may be involved with weight, when using postage meters, and carpenters with length.*			
In your work do you have to estimate any of the following measurements?			
53 Time (e.g. how long it will take to do a task)	53 ☐	53 ☐	53 ☐
54 Weight (how much something probably weighs)	54 ☐	54 ☐	54 ☐
55 Distance (inches, feet, yards, miles)	55 ☐	55 ☐	55 ☐
56 Area (square feet, square yards, etc.)	56 ☐	56 ☐	56 ☐
57 Liquid Volume (quarts, gallons, etc.)	57 ☐	57 ☐	57 ☐
58 Spatial volume (cubic yards, cubic inches, etc)	58 ☐	58 ☐	58 ☐
In your work do you have to actually measure:			
59 Time	59 ☐	59 ☐	59 ☐
60 Weight	60 ☐	60 ☐	60 ☐
61 Distance	61 ☐	61 ☐	61 ☐
62 Liquid Volume	62 ☐	62 ☐	62 ☐
In your measurements do you read:			
63 Scales such as postage meters, weigh scales, thermometers, etc.	63 ☐	63 ☐	63 ☐
64 Do you use vernier-scales such as micrometers?	64 ☐	64 ☐	64 ☐
In your work do you use any of the following units of measure:			
65 Kilometre, metre, centimetre	65 ☐	65 ☐	65 ☐
66 Kilogram, gram, milligram	66 ☐	66 ☐	66 ☐
67 Kilolitre, litre, millilitre	67 ☐	67 ☐	67 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
In your work do you make use of tables to perform the following conversions:			
68 Kilometres miles metres to yards or reverse centimetres inches	68 ☐	68 ☐	68 ☐
69 Kilograms grams to pounds or reverse centigrams ounces	69 ☐	69 ☐	69 ☐
70 cubic inches Litres cubic feet Millilitres to quarts or reverse Cc's gallons bushels	70 ☐	70 ☐	70 ☐
71 Does your work involve the use of graphs?	71 ☐	71 ☐	71 ☐
72 Do you record information on graphs?	72 ☐	72 ☐	72 ☐
73 Do you construct (draw) graphs?	73 ☐	73 ☐	73 ☐





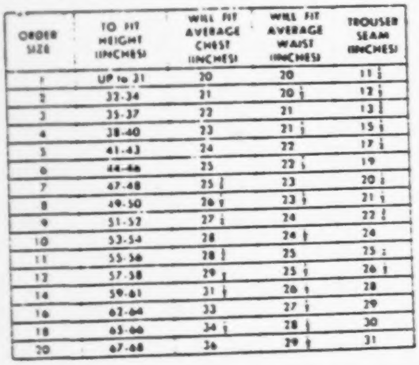
READING

Reading to some degree is applied in all occupations. In this section we are interested in, not only, what is read but why things are read.

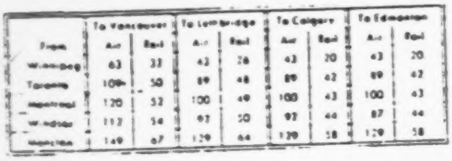
	REPHRASE	JOB	ENTRY
In your work do you read:			
74 Notes	74 ☐	74 ☐	74 ☐
75 Letters	75 ☐	75 ☐	75 ☐
76 Memos	76 ☐	76 ☐	76 ☐
77 Forms such as work orders, job orders, vouchers, claims purchase orders.	77 ☐	77 ☐	77 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
78 Charts (excluding maps, lists and two column tables)	78 ☐	78 ☐	78 ☐



ORDER SIZE	TO FIT HEIGHT (INCHES)	WILL FIT AVERAGE CHEST (INCHES)	WILL FIT AVERAGE WAIST (INCHES)	TROUSER SEAM (INCHES)
1	UP to 31	20	20	11 [illegible]
2	32-34	21	20 [illegible]	12 [illegible]
3	35-37	22	21	13 [illegible]
4	38-40	23	21 [illegible]	15 [illegible]
5	41-43	24	22	17 [illegible]
6	44-46	25	22 [illegible]	19
7	47-48	25 [illegible]	23	20 [illegible]
8	49-50	26 [illegible]	23 [illegible]	21 [illegible]
9	51-52	27 [illegible]	24	22 [illegible]
10	53-54	28	24 [illegible]	24
11	55-56	28 [illegible]	25	25 [illegible]
12	57-58	29 [illegible]	25 [illegible]	26 [illegible]
14	59-61	31 [illegible]	26 [illegible]	28
16	62-64	33	27 [illegible]	29
18	65-66	34 [illegible]	28 [illegible]	30
20	67-68	36	29 [illegible]	31



From	To Vancouver		To Lethbridge		To Calgary		To Edmonton	
	Air	Rail	Air	Rail	Air	Rail	Air	Rail
Winnipeg	63	33	42	26	42	20	43	20
Toronto	109	50	89	48	89	42	89	42
Montreal	120	52	100	49	100	43	100	43
Windsor	112	54	97	50	97	44	87	44
Moncton	149	67	129	64	129	58	129	58

	REPHRASE	JOB	ENTRY
79 Policy manuals, regulations and instructions	79 ☐	79 ☐	79 ☐

In reading and listening the skills of literal, interpretive and evaluative comprehension apply. Literal comprehension would require knowing the facts, interpretive comprehension would require knowing purposes and meaning. Evaluative comprehension requires the skill of using judgment.

Which of the following best describes the reading you do in your work

			REPHRASE	JOB	ENTRY
80	LITERAL	- READ FOR SPECIFIC FACTS SUCH WRITTEN MATERIALS AS TELEPHONE BOOKS, DICTIONARIES, ETC.	80 ☐	80 ☐	80 ☐
81	INTERPRETIVE	- READ WRITTEN MATERIALS THAT REQUIRE YOU TO GENERALIZE, EXPLAIN OR MAKE COMPARISONS EX: YOU READ A STATEMENT IN YOUR POLICY MANUAL AND EXPLAIN THE STATEMENT TO OTHERS.	81 ☐	81 ☐	81 ☐
82	EVALUATIVE	- JUDGE VALUE OR USEFULNESS OF WRITTEN MATERIAL.	82 ☐	82 ☐	82 ☐

Which of the following best describes the listening you do in your work

			REPHRASE	JOB	ENTRY
83	LITERAL	- LISTEN FOR SPECIFIC FACTS OR DIRECTIONS EX: YOUR SUPERVISOR GIVES YOU A ONE-STEP ORAL INSTRUCTION AND YOU CARRY IT OUT.	83 ☐	83 ☐	83 ☐
84	INTERPRETIVE	- RECEIVE ORAL INSTRUCTIONS OR INFORMATION THAT REQUIRE YOU TO UNDERSTAND OPINIONS, PURPOSES AND INTENTIONS. EX: YOUR SUPERVISOR GIVES YOU GENERAL INSTRUCTIONS AND YOU INTERPRET EXACTLY WHAT IS TO BE DONE.	84 ☐	84 ☐	84 ☐
85	EVALUATIVE	- JUDGE VALUE OR USEFULNESS OF ORAL INFORMATION. EX: A CUSTOMER TELLS YOU HOW YOUR PRODUCTS OR SERVICES MIGHT BE IMPROVED AND YOU ACT WITH JUDGMENT.	85 ☐	85 ☐	85 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

WRITING

We would like to know to what extent writing is involved in various occupations. Some people may only fill in forms with words or phrases while others may compose lengthy written works.

If answer to No. 86 is 'no' omit these questions (87–92)

If answer to No 96 is 'no' omit these questions (97–102)

	REPHRASE	JOB	ENTRY
In your work do you:			
86 Write letters or notes	86 ☐	86 ☐	86 ☐
87 Write (compose) external letters	87 ☐	87 ☐	87 ☐
88 Write form letters	88 ☐	88 ☐	88 ☐
89 Write single paragraph letters only	89 ☐	89 ☐	89 ☐
90 Write (compose) internal memos or letters	90 ☐	90 ☐	90 ☐
91 Write only short notes	91 ☐	91 ☐	91 ☐
92 Make notes of information or directions received orally.	92 ☐	92 ☐	92 ☐
In your work do you fill in or complete forms using:			
93 Short phrases and/or figures	93 ☐	93 ☐	93 ☐
94 Sentences	94 ☐	94 ☐	94 ☐
95 Paragraphs	95 ☐	95 ☐	95 ☐
Some jobs require the making of reports, sometimes reporting factually, and, sometimes, evaluating such things as work done, future markets, etc., which require inclusion of recommendations. At times, writers of these reports are given the information to write the reports while, other times, information must be researched and analyzed.			
96 In your work do you prepare reports	96 ☐	96 ☐	96 ☐
Which require you to:			
97 Show information but no suggestions or recommendations	97 ☐	97 ☐	97 ☐
98 Include recommendations	98 ☐	98 ☐	98 ☐
99 Decide what information you need to do the report (You receive instructions where you have to decide what information is required to do the report)	99 ☐	99 ☐	99 ☐
100 Decide how to get the information (You make up your own forms, or charts or procedures to get the information)	100 ☐	100 ☐	100 ☐
101 Analyze the information (You have to compare information against preset standards to determine which is most important and effective	101 ☐	101 ☐	101 ☐
102 Evaluate the information (You set the standards for analysis. This may include making lists of advantages and disadvantages of different items)	102 ☐	102 ☐	102 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

TALKING *We are also concerned, about oral (word of mouth) communication required to carry out job functions.*

In your work do you:

		REPHRASE	JOB	ENTRY
103	Talk to people by giving task directions or instructions	103 ☐	103 ☐	103 ☐
104	Give information to others by talking to individuals	104 ☐	104 ☐	104 ☐
105	Give information to others by talking to groups	105 ☐	105 ☐	105 ☐
106	Use the telephone	106 ☐	106 ☐	106 ☐
107	Report progress to persons (ie. foremen, supervisors, etc.)	107 ☐	107 ☐	107 ☐
108	Obtain information by asking questions of individuals	108 ☐	108 ☐	108 ☐
109	Obtain information by asking questions of groups	109 ☐	109 ☐	109 ☐
110	Talk over problems pertaining to work situations with fellow employees	110 ☐	110 ☐	110 ☐
111	Talk to others to try to find ways and means of improving work relationships, conditions, etc.	111 ☐	111 ☐	111 ☐
112	Talk over personal matters (ie. impromptu counselling)	112 ☐	112 ☐	112 ☐
113	Talk over confidential matters	113 ☐	113 ☐	113 ☐
114	- with clients or customers	114 ☐	114 ☐	114 ☐
115	- with supervisor	115 ☐	115 ☐	115 ☐
116	- with management	116 ☐	116 ☐	116 ☐
117	Carry out a "free-wheeling" conversation (to put people at ease, to occupy people's time or to cultivate good public relations)	117 ☐	117 ☐	117 ☐
118	Ask other people for their opinion on how to perform a task (ie. foremen, supervisors, customers)	118 ☐	118 ☐	118 ☐
119	Give your opinion on how to perform a task - occasionally	119 ☐	119 ☐	119 ☐
120	- frequently	120 ☐	120 ☐	120 ☐
121	Do you use methods in dealing with people which require you to go beyond everyday courtesy	121 ☐	121 ☐	121 ☐

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GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

			REPHRASE	JOB	ENTRY
	122	Give formal (prepared) talks to individuals or groups	122 ☐	122 ☐	122 ☐
If answer to No 122 is 'no' omit these questions	123	Present factual information to an audience	123 ☐	123 ☐	123 ☐
	124	Deliver promotional presentations to an audience	124 ☐	124 ☐	124 ☐
	125	- to individuals	125 ☐	125 ☐	125 ☐
	126	- to groups	126 ☐	126 ☐	126 ☐
	127	Identify key members of the group when giving a presentation	127 ☐	127 ☐	127 ☐
	128	Handle open question periods after the presentation	128 ☐	128 ☐	128 ☐
In your work do you:					
	129	Support your point of view, work methods or procedures	129 ☐	129 ☐	129 ☐
	130	- with fellow employees	130 ☐	130 ☐	130 ☐
	131	- with supervisor	131 ☐	131 ☐	131 ☐
	132	- with customers	132 ☐	132 ☐	132 ☐
	133	Debate with others where there is some conflict or disagreement	133 ☐	133 ☐	133 ☐
	134	Take part in formal meetings or conferences which require you to present a point of view	134 ☐	134 ☐	134 ☐
	135	Take charge of a meeting or group discussion	135 ☐	135 ☐	135 ☐
	136	Guide members of a meeting toward a constructive goal	136 ☐	136 ☐	136 ☐
SORTING/CLASSIFYING		*This section asks about the tasks of sorting information and sorting objects by set lists or procedures. Further, we would like to know individual involvement in setting these lists and procedures.*			
In your work do you:					
	137	Sort information by a given list, e.g., - sort and file correspondence - sort vouchers by types - sort expenditures or receipts	137 ☐	137 ☐	137 ☐
	138	Sort parts, tools, equipment or products	138 ☐	138 ☐	138 ☐
	139	Set up lists for sorting the information or objects. eg: - prepare forms to record correspondence, telephone calls, or list of visitors. - prepare sub-headings or breakdowns for expenditures or receipts. - prepare forms to record information you believe others have a need to know. - prepare file systems.	139 ☐	139 ☐	139 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
TROUBLE-SHOOTING *Some workers use what are known as diagnostic skills. They examine symptoms (or faults) to determine the problem which causes the symptom. Doctors use these skills to determine the reason for our aches and pains. Mechanics also use the skills to determine why a car won't start or doesn't run properly. We are trying to assess the use of trouble-shooting skills.*			
In your work:			
140 Do you consider "trouble-shooting" one of your major duties	140 ☐	140 ☐	140 ☐
(IF THERE IS A NEGATIVE ANSWER FOR QUESTION 140, IGNORE QUESTIONS 141 TO 154)			
Do you:			
141 Ever have to list, state or think of possible reasons which might cause certain faults or symptoms	141 ☐	141 ☐	141 ☐
142 Use reference manuals to guide you in selecting the possible reasons	142 ☐	142 ☐	142 ☐
143 Ever have to establish a priority to sequence in which to check the possible reasons	143 ☐	143 ☐	143 ☐
144 Have to personally check to find out which of the possible reasons is the correct one	144 ☐	144 ☐	144 ☐
145 Use reference manuals to guide you in how to check each reason	145 ☐	145 ☐	145 ☐
If you do have to check to find out which of several possible problems is the correct one do you do this by:			
146 Asking probing questions	146 ☐	146 ☐	146 ☐
147 Examining by smelling, touching, looking at or tasting	147 ☐	147 ☐	147 ☐
148 Using tools or instruments	148 ☐	148 ☐	148 ☐
If you make an error in your diagnosis would it probably result in:			
149 Loss of life	149 ☐	149 ☐	149 ☐
150 Some danger or hazard	150 ☐	150 ☐	150 ☐
151 Considerable loss of time	151 ☐	151 ☐	151 ☐
152 Some loss of time	152 ☐	152 ☐	152 ☐
153 Considerable financial loss	153 ☐	153 ☐	153 ☐
154 Some financial loss	154 ☐	154 ☐	154 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

DISCRETION AND COMPLEXITY *How much freedom & involvement does an employee have in deciding the means to carry out tasks and in deciding the products of his tasks? What degree of difficulty does increased freedom bring? In each section are three or four statements. We ask you to read each section and choose the statement in each that most nearly describes your tasks.*

	REPHRASE	JOB	ENTRY
Tools, Equipment and Materials			
155 ARE ALL SPECIFIED AND YOU HAVE NO CHOICE IN WHAT TO USE?	155 ☐	155 ☐	155 ☐
156 SOME ARE SPECIFIED. FOR OTHERS YOU USE GUIDES SUCH AS MANUALS, CHARTS, ETC., TO HELP YOU DECIDE.	156 ☐	156 ☐	156 ☐
157 YOU HAVE TO DECIDE, WITHOUT DIRECTION OR GUIDES, WHICH TOOLS, EQUIPMENT OR MATERIALS TO USE.	157 ☐	157 ☐	157 ☐
Procedures and Methods			
158 ALL ARE SPECIFIED AND YOU HAVE NO CHOICE IN THE PROCEDURES OR METHODS USED.	158 ☐	158 ☐	158 ☐
159 SOME ARE SPECIFIED. FOR OTHERS YOU USE GUIDES SUCH AS MANUALS AND OPERATING PROCEDURES, ETC., TO HELP YOU DECIDE ON METHODS & PROCEDURES.	159 ☐	159 ☐	159 ☐
160 YOU HAVE TO DECIDE, WITHOUT DIRECTION OR GUIDES, WHICH METHODS AND PROCEDURES TO USE.	160 ☐	160 ☐	160 ☐
Task Information			
161 ALL INFORMATION NEEDED TO DO YOUR TASKS IS INCLUDED IN THE ASSIGNMENT.	161 ☐	161 ☐	161 ☐
162 YOU HAVE TO EXAMINE TRADE MANUALS, CHARTS, ETC., TO OBTAIN SOME INFORMATON NEEDED TO DO TASKS.	162 ☐	162 ☐	162 ☐
163 YOU HAVE TO RECALL OR LOOK UP VARIOUS THEORIES (NOT JUST TABLES, FORMULAS OR FACTS) AS PART OF THE INFORMATION NEEDED TO DO YOUR TASKS.	163 ☐	163 ☐	163 ☐
164 YOUR TASKS REQUIRE THE USE OF CREATIVE THEORY BEYOND STANDARD PROFESSIONAL AND TRADE LITERATURE.	164 ☐	164 ☐	164 ☐
Products or services performed (tasks done at work)			
165 ARE COMPLETELY SPECIFIED AND YOU HAVE NO CHOICE IN THE RESULTS ACHIEVED.	165 ☐	165 ☐	165 ☐
166 YOU HAVE SOME CHOICE IN DECIDING THE SPECIFIC PRODUCT OR SERVICE PERFORMED.	166 ☐	166 ☐	166 ☐
167 YOU HAVE VARIOUS OPTIONS IN WHAT TO DO AND HAVE TO INVESTIGATE AND EVALUATE EACH OF THEM TO DECIDE ON THE SPECIFIC OUTPUTS OF YOUR WORK.	167 ☐	167 ☐	167 ☐
168 THERE IS SOME QUESTION ON WHAT PRODUCTS OR SERVICES SHOULD BE EXPECTED AS A RESULT OF YOUR WORK, AND YOU HAVE TO CONTROL AND EXPLORE MANY VARIABLES AND FORMULATE POSSIBLE RESULTS TO DECIDE THE SPECIFIC OUTPUTS OF YOUR WORK.	168 ☐	168 ☐	168 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

Discretion between tasks (complete tasks such as fix that car, frame a wall, type this letter, do room 4, etc.)

	REPHRASE	JOB	ENTRY
169 YOU HAVE NO CHOICE OF WHICH TASK TO DO NEXT	169 ☐	169 ☐	169 ☐
170 YOU ARE GIVEN TASK SEQUENCES FOR SOME TASKS AND HAVE A CHOICE IN SEQUENCE FOR OTHERS.	170 ☐	170 ☐	170 ☐
171 YOU ARE GIVEN REQUIRED COMPLETION TIME FOR SOME TASKS AND HAVE A CHOICE IN SEQUENCING THEM	171 ☐	171 ☐	171 ☐
172 EXCEPT FOR SOME PRIORITY TASKS, YOU HAVE NEARLY COMPLETE INDEPENDENCE IN SEQUENCING YOUR TASKS.	172 ☐	172 ☐	172 ☐

SUPERVISION

Many jobs demand skills in supervision even though the job is not classed as a supervisory position. We would like to find out the extent to which various jobs demand certain supervisory skills.

In your work do you:

	REPHRASE	JOB	ENTRY
173 Personally orient new employees	173 ☐	173 ☐	173 ☐
174 Show other workers how to perform tasks	174 ☐	174 ☐	174 ☐
175 - by demonstration	175 ☐	175 ☐	175 ☐
176 - by instruction	176 ☐	176 ☐	176 ☐
177 - by having them work with others	177 ☐	177 ☐	177 ☐
178 - using a prepared guide or manual	178 ☐	178 ☐	178 ☐
179 - using your own procedures	179 ☐	179 ☐	179 ☐
180 Establish what training should take place	180 ☐	180 ☐	180 ☐
181 Assess training needs	181 ☐	181 ☐	181 ☐
182 Personally check on tasks performed	182 ☐	182 ☐	182 ☐

If answer to No 174 is 'no', omit these questions

In your work do you:

	REPHRASE	JOB	ENTRY
183 Assign tasks to other workers	183 ☐	183 ☐	183 ☐
184 Use persuasion in any way	184 ☐	184 ☐	184 ☐
185 - on other workers	185 ☐	185 ☐	185 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
In the interview do you ascertain:			
203 Facts or information	203 ☐	203 ☐	203 ☐
204 Opinions or beliefs	204 ☐	204 ☐	204 ☐
205 Needs, interests or desires (ex. a recreation director finds out what people are interested in doing)	205 ☐	205 ☐	205 ☐
In your work:			
206 Do you talk to other people about their problems	206 ☐	206 ☐	206 ☐
207 Do you have to assist others in finding solutions to their problems	207 ☐	207 ☐	207 ☐
208 Do you personally deal with grievances	208 ☐	208 ☐	208 ☐
209 - workers	209 ☐	209 ☐	209 ☐
210 - clients or customers	210 ☐	210 ☐	210 ☐
211 Do you become involved with problems not related to work (ie. personal problems, etc.)	211 ☐	211 ☐	211 ☐
212 Do you have any responsibility for follow-up counselling (ie. written reports, follow-up sessions)	212 ☐	212 ☐	212 ☐
213 Do you decide when third parties should be brought into counselling, (ie: other agencies, husbands, wives or friends)	213 ☐	213 ☐	213 ☐
In your work:			
214 Do you have to co-ordinate the resources of one or more of the following: time, money, people, location	214 ☐	214 ☐	214 ☐
In your work:			
215 Are you responsible for any long term planning?	215 ☐	215 ☐	215 ☐
216 Do you:			
1. set policy	216 ☐	216 ☐	216 ☐
217 2. estimate costs	217 ☐	217 ☐	217 ☐
218 3. allocate resources	218 ☐	218 ☐	218 ☐
219 4. delegate responsibility	219 ☐	219 ☐	219 ☐
220 5. prepare an activity sequence	220 ☐	220 ☐	220 ☐
221 6. adjust plans to meet changes of conditions	221 ☐	221 ☐	221 ☐

If answer to No 206 is 'no', omit these questions

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
186 - clients or customers	186 ☐	186 ☐	186 ☐
187 Tell other workers when a task should be completed (time requirement)	187 ☐	187 ☐	187 ☐
188 Make recommendations for hiring	188 ☐	188 ☐	188 ☐
189 Personally hire employees	189 ☐	189 ☐	189 ☐
190 Make recommendations for dismissing employees	190 ☐	190 ☐	190 ☐
191 Personally dismiss employees	191 ☐	191 ☐	191 ☐
192 Refer employees to counselors, supervisors or other informed people for assistance.	192 ☐	192 ☐	192 ☐

We view interviews as a method of questioning either individuals or groups to obtain information.

In your work do you:

If answer to No 193 is 'no', omit these questions

	REPHRASE	JOB	ENTRY
193 Conduct interviews	193 ☐	193 ☐	193 ☐
194 Conduct structured interviews (where a prepared list of questions is used)	194 ☐	194 ☐	194 ☐
195 Conduct unstructured interviews (where only the general purposes of the interview are known and the questions are not prepared in advance)	195 ☐	195 ☐	195 ☐
196 Interview job applicants	196 ☐	196 ☐	196 ☐
197 Interview fellow workers	197 ☐	197 ☐	197 ☐
198 - individuals	198 ☐	198 ☐	198 ☐
199 - groups	199 ☐	199 ☐	199 ☐
200 Interview clients or customers	200 ☐	200 ☐	200 ☐
201 - individuals	201 ☐	201 ☐	201 ☐
202 - groups (more than one person)	202 ☐	202 ☐	202 ☐

GENERIC SKILLS DATA & PEOPLE QUESTIONNAIRE

	REPHRASE	JOB	ENTRY
ROLE ADJUSTMENTS Most jobs require adjusting performance with certain people and in certain situations. For example, a salesclerk must "be nice" with customers at all times or a worker may have to adjust his performance when called into a management meeting.			
222 Is it necessary in your work to adjust your role performance with various individuals and situations	222 ☐	222 ☐	222 ☐
223 - with fellow employees	223 ☐	223 ☐	223 ☐
224 - with supervisor	224 ☐	224 ☐	224 ☐
225 - with management	225 ☐	225 ☐	225 ☐
226 - with customers	226 ☐	226 ☐	226 ☐

If answer to No 222 is "no" omit these questions

FOR SUPERVISORS ONLY

1. Is there a compulsory academic requirement for entry into this occupation?

Grade - specify ______ or

Adult Equivalency - specify ______

2. Are any vocational training courses required for entry into this position? - specify ______

3. Were you ever a ______________________?
(refer to occupation being surveyed such as secretary or plumber, etc.)

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FIGURE 2B

SAMPLE PAGE OF OCCUPATIONAL COURSE SUMMARY

SER	QUESTIONNAIRE REFERENCE	1. Steno, Clerk Typist Receptionist (PA)		2. Steno, Clerk Typist Receptionist (R)		3. Steno, Clerk Typist Receptionist (RU)		4. Secretary (PA)		5. Secretary (R)		6. Accounting Clerk (PA)		7. Accounting Clerk (R)		8. Motor Vehicle Mechanic (PA)		9. Motor Vehicle Mechanic (R)		10. Radio, T.V. Service (PA & RU)		11. Nurses Aide (PA & RU)		12. Nurses Aide (R)		13. Plumber (R)		14. Carpenter (PA)	
		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1	Whole Nos: Read		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	Write		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	Count		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	Add or Subtract		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
5	Multiply or Divide		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
6	Round Off		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
7	Fractions: Read		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
8	Write		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
9	Add or Subtract		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
10	Multiply or Divide		✓		✓		✓		✓	✓			✓		✓		✓		✓		✓						✓		✓
11	Decimals: Read		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
12	Write		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
13	Add or Subtract		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
14	Multiply or Divide		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓					✓			✓
15	Round Off		✓		✓		✓		✓	✓			✓		✓		✓		✓		✓					✓			✓
16	Per Cent: Read		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
17	Write		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓						✓		✓
18	Calculate With		✓		✓		✓		✓	✓			✓	✓			✓		✓		✓						✓		✓
19	Equivalents: Frac. to decimal or %	✓		✓		✓			✓	✓		✓		✓			✓		✓		✓					✓			✓
20	Decimal to % or fract.	✓		✓		✓			✓	✓		✓		✓			✓		✓		✓					✓			✓
21	Combinations	✓		✓		✓			✓	✓		✓		✓			✓		✓		✓								✓
22	Word Problems		✓				✓		✓		✓		✓		✓		✓	✓			✓					✓			✓
23	Ratio													✓		✓		✓			✓					✓			✓
24	Proportion													✓		✓					✓					✓			✓
25	Areas														✓												✓		✓
26	Perimeters													✓													✓		✓
27	Volumes													✓				✓									✓		✓
28	Algebra: Write			✓										✓							✓							✓	
29	Simplify			✓										✓							✓							✓	
30	Solve																												
31	2 Variables																												
32	Quadratics																												
33	Variations																												
34	Trigonometry: Logs																			✓						✓			
35	Slide Rule																			✓									
36	Calculations																									✓			
37	Geometry: Identify Forms								✓						✓		✓		✓		✓						✓		
38	Sketch													✓					✓		✓						✓		

CODES: A - SKILLS TAUGHT IN COURSE
B - SKILLS REQUIRED FOR COURSE ENTRY
PA - PRINCE ALBERT
RU - RURAL
S - SASKATOON
R - REGINA

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REPORT DOCUMENTATION PAGE	READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER FR-WD-CA-76-14	2. GOVT ACCESSION NO.
	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) READING IN THE NAVY	5. TYPE OF REPORT & PERIOD COVERED Final Report
	6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Thomas G. Sticht Lynn C. Fox Robert N. Hauke Diana Welty Zapf	8. CONTRACT OR GRANT NUMBER(s) N00123-75-C-1484
9. PERFORMING ORGANIZATION NAME AND ADDRESS Human Resources Research Organization 300 North Washington Street Alexandria, Virginia 22314	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 627-63N ZF55-522-011-03.01
11. CONTROLLING OFFICE NAME AND ADDRESS Navy Personnel Research & Development Center Code 9306 San Diego, California 92152	12. REPORT DATE September 1976
	13. NUMBER OF PAGES 464
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)	15. SECURITY CLASS. (of this report) UNCLASSIFIED
	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

Research performed by HumRRO Western Division, Presidio of Monterey, California, under Work Unit SEAREAD.

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Adapted Program Training	Functional Literacy
Adaptive Person Training	General Educational Development
Adult Literacy	Information Processing Skills
Curriculum	Integrated Job Skills/Reading Skills Training
Delivery Systems	Job Reading Demands

(Continued)

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This report describes the study of the role of reading in the Navy enlisted environment, and the development of a "general plan" for providing an integrated job skills/reading skills training system. The study of reading included (a) the construction of Navy job reading tasks, (b) a survey of the attitudes of Navy personnel on the need for reading skills and job-related reading training in relation to job performance, and (c) the feasibility of including reading and job skills training as part of the regular training day. (Continued)

Human Resources Research Organization
Project SEAREAD
Contract Number: N00123-75-C-1484
Sponsor: NPRDC, San Diego

NAVY JOB READING TASK INTERVIEW

Introduction

The Navy is working on programs to make its printed materials easier to read and to help its people to use these materials more effectively. As part of this work, the Navy Personnel Research and Development Center in San Diego is trying to find out what kinds of reading materials people use to learn their jobs and to carry out their Navy duties. We are working for the NPRDC on this problem and to get this information we are talking with a number of people like you . . . who are either in training for jobs or are now performing those jobs. We are studying reading requirements in several different ratings, both in school and aboard ship. The information you give us is for research purposes only and will not be given to your supervisors nor will it be entered in any of your Navy records. Now, I'd like to ask you some questions about how you do your work and about what reading you do.

Human Resources Research Organizatio
Project SEAREAD
Contract Number: N00123-75-C-1484
Sponsor: NPRDC, San Diego

NAVY JOB READING TASK INTERVIEW

(Part 1)

Date: ______________________ Interviewer: ________________

1. Ship or Station: ____

2. Name: ____
(Last) (First) (M.I.)

3. Present Age: ______ years 4. Sex: Male ___ Female ___

5. S.S. Number: ______________ 6. Rate (Pay Grade): ____________

7. a) Rating: ________________
b) Any previous Rating: ________________

8. Length of time in present rating: ________ years ______ months

9. Company: ____

10. Present Assignment (Billet): ______________________________

11. Length of time in present assignment (Billet): _____ years _____ months

12. Length of time in Navy: _____ years _____ months

13. Civilian Education and Training

a. Highest grade completed in school: ___________

b. High school diploma ______ GED Certificate ____________

c. Other civilian education or training (college, vocational, trade, technical, business, correspondence course):

____

____

____

d. Civilian work experience related to Navy rating: ____________

____

____

14. Navy Education and Training

a. Did you enter your present rating through

Class A school __________ or on-the-job training __________ ?

b. After you got your rating, did you attend any

Class B schools __________? How many __________
Class C schools __________? How many __________
Class F schools __________? How many __________
Rate Training Courses __________? How many __________

15. In your present Navy activities (on the job and otherwise) do you ever read any of these?

a. Manuals . . . . Yes _____ No _____
b. Navy Regulations . . . . Yes _____ No _____
c. Any of these: reports, logs, memos, orders, schedules, notices, official notes, messages (teletype or TWX) . . . . . . Yes _____ No _____
(underline any mentioned)
d. Letters . . . . Yes _____ No _____
e. Forms . . . . Yes _____ No _____
f. Figures, Tables, or Charts . . . . Yes _____ No _____
g. Directions (not in any of the above) . . . Yes _____ No _____
h. Signs (such as, No Smoking) . . . . Yes _____ No _____
i. Correspondence Course Materials . . . . . . Yes _____ No _____
j. Other material (specify): ________________ Yes _____ No _____
____

16. On a typical work day, about how much time do you spend in reading the types of materials we just talked about? (Get answer in hours and minutes if possible.) ______________________________

17. In your present Navy activities (on the job and otherwise) do you ever write any of these? (Note: By "writing" we mean prepare, compose, originate information, not just copy typing.)

a.	Any of these: reports, logs, memos, orders, schedules, notices, official notes, messages (teletype or TWX) . . . . . (underline any mentioned)	Yes _____	No _____
b.	Letters	Yes _____	No _____
c.	Forms (fill in the form)	Yes _____	No _____
d.	Figures, Tables, or Charts	Yes _____	No _____
e.	Directions (not in any of the above) . .	Yes _____	No _____
f.	Other material (specify): _______________ ______________________________________	Yes _____	No _____

18. On a typical work day, about how much time do you spend in writing that involves the types of materials we just talked about? (Get answer in hours and minutes if possible.) ______________________________

19. Keeping in mind the kinds of reading materials that we have mentioned, tell me about your work day yesterday (or the last working day) particularly any work in which you did some reading as part of the job. Start at the beginning of the day and go from there.

> NOTE: If subject does not mention one or more of the following types of reading, probe:
>
> Reading to do a specific job.
> Reading to learn job information.
> Reading for non job-related Navy activities.

19. (Continued) . . . REMEMBER TO PROBE

Job or Activity	Information Sought	Source

From the list of job reading tasks obtained for question 19, select 2 and ask the subject to get the source materials he mentioned for each task. If in another room, go with him to see his working area.

Working Area

20. Density of printed material (estimated lineal feet): ____________

21. Proximity of print to person's work position: ____________

I. FIRST SELECTED TASK Reading To Do A Job ___ Reading To Learn ___

22. What was the specific job or task that you were doing?

Operation: ______________________

On What: ______________________

(For Reading To Learn) Reason: ______________________

23. What was the specific information that you needed to look up in order to do that task (quote Item 22)? ______________________

____

____

____

For Reading To Do A Job or Reading To Learn to do a job . . .

Circle appropriate response code* (may be more than one).

1		2		3		4	
Some	All	Some	All	Some	All	One	Two

24. Show me the manual that you used to get that information.

(Record full citation.)

Manual or Course Number ______________________

Title ______________________

Date of Publication ______________________

---

* 1 = Identification of steps. (Some steps or all of them.)

2 = Sequence of identified steps. (Some steps or all of them)

3 = All or most elements (procedures) for identified steps. (Some steps or all.)

4 = Point of information pertaining to an element of a step. (One point of information or two points.)

25. Can you show me the exact parts that you used to get the specific information that you were looking for?

(Record way in which subject locates the exact reference.)

	NA	0	1	2	3
Uses Table of Contents	___	___	___	___	___
Uses Index	___	___	___	___	___
Leafs through material		___	___	___	___
Other (specify) ______ ______________		___	___	___	___

26. Page(s) ______________________________

Paragraph(s) or Section(s) ______________________________

Figures (if any) ______________________________

If both text and figures were used, indicate which information was obtained from each.

Text: ______________________________

Figures: ______________________________

27. Had you done this particular task (quote Item 22) before? Yes __ No __

If yes, How often? ______________________________

Most recent time: ______________________________

If no, Had you done specific tasks that were similar to this specific task? Yes _____ No _____

If yes, What kind? ______________________________

28. [*Pointing to or indicating the printed citation.*]

Had you ever read this specific part before?

(For example, in a school or to study for a correspondence course or for the Navy-wide exam.)

Yes _____ When: ______________________________

Purpose: ______________________________

No _____

29. [*Indicating the printed material.*]

How much of the rest of this material have you ever read?

Percentage: ______________

How often: ______________________________

30. Had you ever read anything else that told you something about this specific job or task?

Yes _____ What: ______________________________

No _____ Did reading that material help you read this material? __________

31. What would happen if you did not read the material correctly and thus, made a mistake in doing the job? (Response should indicate how serious such a mistake might be.) ______________________________

____

____

For "Reading To Learn" Situations: Skip to question 33.

32. Would you read this printed material to do this job if you do the job

again tomorrow? Yes _____ No _____

next week? Yes _____ No _____

next month? Yes _____ No _____

a year from now? Yes _____ No _____

a. If No (for tomorrow?)

Did you learn all the information needed just by reading the material and doing the job, without doing anything special to help you remember it? Just by reading: Yes _____ No _____

If No, What did you do to help you learn it? (Possible answers might be repeating the information, writing it down to help learn it, listing the main points, etc.)

____

____

____

b. If Yes (for tomorrow?)

If you do the job again tomorrow, will you need to look up all of the information you looked up this time, or only some of it?

All _____ Some _____

If Some, Which information do you remember? _______________

____

____

How did you learn it? (Possible answers: just by reading it, by repeating it, etc.) _______________________________

____

For "Reading To Do" Situations: Skip to question 38.

33. Why did you select that information to study and learn?

____

____

____

34. Was the information you were looking for:

a. Together in one place in the material in an order and arrangement that you could study from easily . . . . ______

b. Together in one place in the material, but in a mixed-up order & you had to rearrange the information before you could study it... ______

c. Scattered in more than one place in the material and you had to dig out the information you wanted and put it together for yourself. . . . . ______

35. Did you use any special study methods to learn this material? (Describe):

____

____

In general when you study, how often do you use any of these study methods?

	Almost Never	Occasionally	Frequently
Make an outline	______	______	______
Underline important parts	______	______	______
Draw pictures or diagrams	______	______	______
Look up words in dictionary	______	______	______
Take notes	______	______	______
Look over whole section before studying	______	______	______
Ask yourself questions	______	______	______
Try to memorize	______	______	______
Read material over again	______	______	______

36. How long do you have to remember the information until you first use it? (For example, use it for the test or to do a job.) ______________________

____

37. How often do you expect to use the information that you learned? ______________

____

38. Do you do any writing when you do this job? Yes _____ No _____

If Yes,

a. Describe. ______________________________

____

b. Kind: Letter _____ Log Entry _____

Memo _____ Form _____ Other _____

(Form #________)

c. When you finish writing it, do you show it to anyone to check it? Yes _____ No _____

If Yes, Who? ______________________________

d. Who reads it in order to use the information?

____

II. | SECOND SELECTED TASK   Reading To Do A Job ___   Reading To Learn ___

22. What was the specific job or task that you were doing?

Operation: ______________________________

On What: ______________________________

(For Reading To Learn) Reason: ______________________________

23. What was the specific information that you needed to look up in order to do that task (quote Item 22)? ______________________________

____

____

____

For Reading To Do A Job or Reading To Learn to do a job . . .
Circle appropriate response code* (may be more than one).

1		2		3		4	
Some	All	Some	All	Some	All	One	Two

24. Show me the manual that you used to get that information.

(Record full citation.)

Manual or Course Number ______________________________

Title ______________________________

Date of Publication ______________________________

---

* 1 = Identification of steps. (Some steps or all of them.)

2 = Sequence of identified steps. (Some steps or all of them)

3 = All or most elements (procedures) for identified steps. (Some steps or all.)

4 = Point of information pertaining to an element of a step.
(One point of information or two points.)

25. Can you show me the exact parts that you used to get the specific information that you were looking for?

(Record way in which subject locates the exact reference.)

	NA	0	1	2	3
Uses Table of Contents	____	____	____	____	____
Uses Index	____	____	____	____	____
Leafs through material		____	____	____	____
Other (specify) ____					
____________		____	____	____	____

26. Page(s) ____________

Paragraph(s) or Section(s) ____________

Figures (if any) ____________

If both text and figures were used, indicate which information was obtained from each.

Text: ____________

Figures: ____________

27. Had you done this particular task (quote Item 22) before? Yes __ No __

If yes, How often? ____________

Most recent time: ____________

If no, Had you done specific tasks that were similar to this specific task? Yes ____ No ____

If yes, What kind? ____________

28. [*Pointing to or indicating the printed citation.*]

Had you ever read this specific part before?

(For example, in a school or to study for a correspondence course or for the Navy-wide exam.)

Yes _____ When: ______________________________

Purpose: ______________________________

No _____

29. [*Indicating the printed material.*]

How much of the rest of this material have you ever read?

Percentage: ______________

How often: ______________________________

30. Had you ever read anything else that told you something about this specific job or task?

Yes _____ What: ______________________________

No _____ Did reading that material help you read this material? __________

31. What would happen if you did not read the material correctly and thus, made a mistake in doing the job? (Response should indicate how serious such a mistake might be.) ______________________________

____

____

For "Reading To Learn" Situations: Skip to question 33.

32. Would you read this printed material to do this job if you do the job again tomorrow? Yes _____ No _____

next week? Yes _____ No _____

next month? Yes _____ No _____

a year from now? Yes _____ No _____

a. If No (for tomorrow?)

Did you learn all the information needed just by reading the material and doing the job, without doing anything special to help you remember it? Just by reading: Yes _____ No _____

If No, What did you do to help you learn it? (Possible answers might be repeating the information, writing it down to help learn it, listing the main points, etc.)

____

____

____

b. If Yes (for tomorrow?)

If you do the job again tomorrow, will you need to look up all of the information you looked up this time, or only some of it?

All _____ Some _____

If Some, Which information do you remember? _______________

____

____

How did you learn it? (Possible answers: just by reading it, by repeating it, etc.) _______________________

____

For "Reading To Do" Situations: Skip to question 38.

33. Why did you select that information to study and learn?

34. Was the information you were looking for:

a. Together in one place in the material in an order and arrangement that you could study from easily/ . . . . ______

b. Together in one place in the material, but in a mixed-up order & you had to rearrange the information before you could study it... ______

c. Scattered in more than one place in the material and you had to dig out the information you wanted and put it together for yourself. . . . . ______

35. Did you use any special study methods to learn this material? (Describe):

In general when you study, how often do you use any of these study methods?

	Almost Never	Occasionally	Frequently
Make an outline			
Underline important parts			
Draw pictures or diagrams			
Look up words in dictionary			
Take notes			
Look over whole section before studying			
Ask yourself questions			
Try to memorize			
Read material over again			

36. How long do you have to remember the information until you first use it? (For example, use it for the test or to do a job.) ______

7. How often do you expect to use the information that you learned? ______

38. Do you do any writing when you do this job? Yes ____ No ____

If Yes,

a. Describe. ______________________________

____

b. Kind: Letter ____ Log Entry ____

Memo ____ Form ____ Other ____

(Form #________)

c. When you finish writing it, do you show it to anyone to check it? Yes ____ No ____

If Yes, Who? ______________________________

d. Who reads it in order to use the information?

____

Human Resources Research Organization
Project SEAREAD
Contract Number: N00123-75-C-1484
Sponsor: NPRDC, San Diego

NAVY JOB READING TASK INTERVIEW

(Part 2)

Note: Ask Question 35b if not already asked.

Navy Training System

39. Think about all the information you now have about your job that makes you different from a person of the same rate in a different rating.

How important was each of the following training experiences to you in getting the information you now have about your job?

	No Real Importance	Some Importance, But Not A Lot	Very Important
a. Pre-rating knowledge (Knew before striking for rating)	____	____	____
b. School rating training courses (Class A, B, C, F)	____	____	____
c. Self-study rating tng courses	____	____	____
d. Day-by-day job experience/OJT	____	____	____
e. Off-duty education courses	____	____	____

(Rank within each category)

40. Still thinking about all the information that you now have about your job that makes you different from a person of the same rate in a different rating . . . How important are these same training experiences for passing the Navy-wide exam?

a. Pre-rating knowledge (Knew before striking for rating)	____	____	____
b. School rating training courses (Class A, B, C, F)	____	____	____
c. Self-study rating tng courses	____	____	____
d. Day-by-day job experience/OJT	____	____	____
e. Off-duty education courses	____	____	____

(Rank within each category)

41. Still thinking about all the information that you now have about your job that makes you different from a person of the same rate in a different rating . . . How important are these same training experiences for doing the new job after you have been promoted?

	No Real Importance	Some Importance, But Not A Lot	Very Important
a. Pre-rating knowledge (Knew before striking for rating)	___	___	___
b. School rating training courses (Class A, B, C, F)	___	___	___
c. Self-study rating tng courses	___	___	___
d. Day-by-day job experience/OJT	___	___	___
e. Off-duty education courses	___	___	___

(Rank within each category)

Navy School Training

42. Thinking about your Navy school training and all the information you are expected to learn there, how much (what percentage) of that information do you feel you:

a. Needed to pass the course? ____________

b. Needed to be able to do your job? ____________

c. Did not need for either? ____________

43. If you could change the Navy school training to make it more helpful to you, how would you change it?

____

____

44. In the school training, how easy was it to understand the language used in the lectures, films, and discussions?

Rating Scale:	1	2	3	4	5
	Very Easy				Hard

45. a) In the school training how easy was it to read and understand the language used in the printed materials?

Rating Scale:	1	2	3	4	5
	Very Easy				Hard

b) How could the printed materials in the schools be made more helpful to you?

____

____

Navy Rate Training Correspondence Courses

46. Now thinking about your rate training correspondence courses and all the information you are expected to learn from them, how much (what percentage) of that information do you feel you:

    a. Needed to pass the Navy-wide exam? ____________

    b. Needed to be able to do your job? ____________

    c. Did not need for either? ____________

47. a) How about the Rate Training Manuals themselves; how easy are they to read and understand?

Rating Scale:	1 Very Easy	2	3	4	5 Hard

    b) How could the Rate Training Manuals be made more helpful to you?

    ____

    ____

48. How much of the information in the Rate Training Manuals do you try to learn? Describe.

    ____

    ____

49. How many hours did you spend studying your last rate training correspondence course?

    _____ hours

    Over how many weeks or months were these (   ) hours spread?

    _____ weeks

    _____ months

Reading/Reading Training

50. What percentage of people have real difficulty in understanding the printed materials which they have to read in:

BMT? ______ %

Navy School Courses? ______ %

Rate Training Courses? ______ %

In doing their job? ______ %

51. Are these reading problems caused because the materials are harder than they need to be, or because the people don't read as well as they should, or both?

____

____

Explain: ________________________________

____

____

52. What are the reasons why more people don't sign up for the reading courses that are given now; either on-duty or after duty hours?

____

____

____

____

3. How much difficulty do/did you have in understanding the printed materials which you use/used in:

	No Real Difficulty	Some Difficulty	A Lot Of Difficulty
BMT?	______	______	______
Navy School Courses?	______	______	______
Rate Training Courses?	______	______	______
Doing your job?	______	______	______

54. a) Thinking about yourself and your Navy assignments for the next year or two, would a job reading training program - that is, a program which trained you to better understand the Navy materials you will need to read - be of any help to you?

____ Yes ____ No

If No, Why not? ____

____

b) Would you sign up for such a job reading training program offered during:

On-duty hours? ____ Yes ____ No

Off-duty hours? ____ Yes ____ No

If No for either one,

What would it take to get you to sign up for it?

____

____

55. Compared to other enlisted personnel in the Navy, how well do you read?

Please mark your position on this line:

Below Average — Average — Above Average

Job Literacy: The Relationship Between School Preparation and Workplace Actuality

FINAL REPORT

Larry Mikulecky

Indiana University

This study was supported by funding from the
National Institute of Education
(NIE-G-79-0168)

APPENDIX A

JOB LITERACY SURVEY INSTRUMENT

1-3 I.D.#___________

Hello, my name is ________ and I'm working with Dr. Larry Mikulecky of Indiana University. We are looking at how much reading and writing is done on various jobs. There are no right or wrong answers to any of the questions on this survey. We're just trying to get a picture of the kinds of reading and writing you do.

The first series of questions deals with background in reading and writing. It describes people in a variety of situations.

For example, listen to this description:

4. "You are tired of waiting for the dentist, so you start to leaf through a magazine."

We're going to rate this statement on a scale of one to five according to whether it is very like you or very unlike you. If that description is very like you, I want you to give it a score of 5. If the description isn't like you at all, if it is very unlike you, give it a score of 1. If the description is unlike you, give it a score of 2; if it is between being unlike you and like you, give it a score of 3; if the description is like you, give it a score of 4.

So what score would you give the following description? (Reread from above.) (Repeat scores and point meanings for the first few items.)

Okay, the next item is . . .

5. You walk into the office of a doctor or dentist and notice that there are magazines set out.

VERY	1	2	3	4	5	VERY
UNLIKE ME	(A)	(B)	(C)	(D)	(E)	LIKE ME

6. There are many things you'd rather do than read.

VERY	1	2	3	4	5	VERY
UNLIKE ME	(A)	(B)	(C)	(D)	(E)	LIKE ME

&. People have made jokes about your reading in unusual circumstances or situations.

VERY	1	2	3	4	5	VERY
UNLIKE ME	(A)	(B)	(C)	(D)	(E)	LIKE ME

8. You are at a shopping center where you've been several times. Someone comes up to you and asks you where books and magazines are sold. You are able to tell the person where to find them.

VERY	1	2	3	4	5	VERY
UNLIKE ME	(A)	(B)	(C)	(D)	(E)	LIKE ME

	SKILL USED	
	On job Presently	On this job at Entry
IN YOUR WORK, DO YOU READ:		
Notes, letters or memos?		
Forms (such as work orders, job order, vouchers, claims, purchase orders)?		
Charts?		
Policy manuals, regulations, and instructions?		
DO YOU USE INFORMATION FROM BOOKS SUCH AS:		
Telephone Directories?		
Catalogs?		
Dictionaries?		
Technical References?		
Company Manuals?		
IN YOUR WORK, DO YOU WRITE:		
Notes, letters or memos?		
Forms such as work orders, job orders, vouchers, claims, purchase orders?		
Reports for superiors or others in your field?		
IN YOUR READING AT WORK, DO YOU HAVE TO:		
Use Directions?		
Find Out Facts?		
Find Out Opinions, Purposes, or Hidden Meanings?		
Use two or more books at a time to find out information?		
Compare references from two or more books and set a value judgement on the one to use?		
IN YOUR WRITING AT WORK, DO YOU HAVE TO:		
Report on what was accomplished?		
Generate plans for further work?		
State your opinions about some aspect of the job?		
Complete already prepared forms?		

2.1-2.3 ID#____________ READING TASKS

I'd like to get examples of times recently when you used printed materials in connection with carrying out some part of your job (schoolwork). Could you give me an example of material you have used within the past month? (Get name of book, manual, etc.) Could you show me the section (chapter, unit, etc.) you used the last time you used this book? (Cite specific section).

Name of Material: ________________________________ Section # and Title: ________

2.4 Type:
- (A) Book
- (B) Part of Book
- (C) Manual
- (D) Printed flyer (up to 3 pages)
- (E) 1-3 pages (not printed flyer; letters, reports, etc)
- (F) On merchandise or product
- (G) Other ________________

2.5 Ask to look at book to determine display:
- (A) Text
- (B) Graphic (Charts, graphs; Not direct representation
- (C) Text, graphic and/or representative
- (D) Numbers only (no text)
- (E) Representation (blueprints, drawings)

--Why did you choose to read that particular material?
--How did you use that material in getting the information you needed?
--What was your purpose in reading this material?
--(for schools) What are you trying to get from this material?

2.6 If you had to do exactly the same task tomorrow, would you have to read this material again?

(Schools) If you needed the information from this material again tomorrow, would you have to read this material again?

A. No B. Maybe C. Yes

--Did you learn something from this material? (If yes, proceed with the following)

Different people have different ways of learning information. For example, some people read it over two or more times; some people ask themselves questions about the material or solve problems using the material; some people relate the information to something they already know; and some people simply concentrate, or direct their attention by such things as underlining or outlining. How do you remember information from printed material?

(USE ABOVE QUESTIONS TO CODE THE FOLLOWING)

2.7
- (A) Reading to learn
- (B) Reading to do (no learning)
- (C) Reading to do (with learning)
- (D) Reading to assess

Specific Strategy:

2.8 Reading to learn task (to know; never read again):

- (A) Reread/rehearse
- (B) Problem solve/question
- (C) Relate/associate
- (D) Focus attention, concentrate

2.9 Reading to do task (No learning)

- (A) Fact-finding in text
- (B) Fact-finding in charts, graphs, tables, maps
- (C) Follow directions using text
- (D) Follow directions using charts, etc.

2.10 Reading to do task (with learning)

- (A) Special learning strategy (2.8 A,B,C,D)
- (B) Repetition of reading task over days or months
- (C) Single-trial learning (i.e., read once, then application of info "fixed" it.)
- (D) Other (Specify)__________

2.11 Reading to assess:

- (A) Usefulness for a particular task
- (B) Whether to read more carefully later
- (C) Whether to pass material on to someone else
- (D) Other (Specify)__________

2.12. Show me the most important information in this section (chapter, unit, etc.--105 pages). (Subject can determine most important information.)

UNCLEAR				CLEAR, ELABORATES
1	2	3	4	5
(A)	(B)	(C)	(D)	(E)
Interviewer clues:				
Incoherent Response	"Not sure, floundering"	Can point it out but vague explanation	Can point it out, moderately clear explanation	Can point it out and clearly explain why it is important with detail

2.13. Try to summarize in your own words the most important information in this section (unit, etc.). (Subject can put in own words most important information.)

INCAPABLE				CAPABLE
1	2	3	4	5
(A)	(B)	(C)	(D)	(E)
Interviewer clues:				
Can't do it	Literal but miss a good part of it	Near literal repeat of information	Summarize in own words (no elaboration)	Summarize in own words and elaborate a bit

2.14 Please describe several situations in which you would use this information. (Subject can name some situations.)

VAGUE 1 (A)	2 (B)	3 (C)	4 (D)	DETAILED 5 (E)
Interviewer clues:				
1 situation, vague	1 situation in detail	Second variation, vague	2 variations in detail	3 variations in detail

2.15 What would be the consequences if you made a mistake in reading this material?

(A) Not important to task (B) Important, but not vital (C) Vital to Completion of task

16-18 How many times amonth do you use this material? (Get exact number)

____________ occurrences per month.

19-21 How many minutes per day do you spend reading this or similar material?

______________ minutes.

2.22 Difficulty Rating. (After each piece of job (school) material is examined, the worker (student) should mark material difficulty on this scale.)

"How difficult does this material seem to you compared to these types of reading material?" (Show the interviewee the 2nd grade and Einstein passages.)

Single-word ads

1 ↑	2	3	4	5	6	7	8	9	10
↓		↓		↓		↓		↓	↓
Story		Yellow Pages		Newspapers		Novels		Contracts, Income tax Manuals	Einstein Passage

Circle One:

1 2 3 4 5 6 7 8 9 10

(You can verify with, "So, you feel this material is more difficult than ____________ and less difficult than ____________?")

2.61 (After all three reading samples have been discussed.) How many minutes per day do you spend reading job (school) materials other than those you just mentioned?

___________ minutes.

ALTERNATIVE SOURCES

Often people talk to others in order to get information to help do their jobs (schoolwork). This can be as simple as checking to make sure about a certain detail or as complicated as having someone explain how to do a whole job or project. Asking the date, or a job number (or assignment information), or an address are all examples of ways workers (students) get information.

3.72-73. About how many times a day do you talk to others to get information about your job (schoolwork)?___________

3.74-75. What percentage of the information you asked about is available in a book, manual, or other type of print?___________

3.70. There can be many reasons for getting information from another worker (student) instead of looking it up. Which reason most often describes why you ask other workers (students) about information instead of looking it up?

A. To be sociable; to talk to someone.
B. The reading is unclear or parts of it are too confusing.
C. It takes too long to look up the information.
D. I usually ask my boss (instructor) to be sure I've got things straight.
E. Other____.

3.76-77. Workers: How many years and months have you been on the present job?
Technical School Students: How long have you been in this technical school program?
Public School Student: Code in 11th grade.

Code Time in Months:	1 year: 12	4 years: 48	6 years: 72
	2 years: 24	5 years: 60	8 years: 96
	3 years: 48		above 8: 99

3.78-79. How long have you been on a similar job? (In months)___________

Demographic Data

3.40. How much schooling have you finished?

(1) Less than 8th grade	(4) Some post high school
(2) 8-12 grade (not finished h.s.)	(5) College graduate
(3) High school graduate	(6) Post-college

3.49. Sex: (A) Male (B) Female

3.50. Race: (A) White (C) Hispanic
(B) Black (D) Other

3.51-55. Income $_______________ (Gross annual).

Questions to determine job categorization:

1. What is your formal job title?_______________
2. What industry do you work in? (e.g., textiles, leather manufacturing, etc.)_______________
3. What materials, tools, machinery, etc., do you use in your job?_______________
4. To whom in the company are you responsible (title)?_______________
5. Do you organize a staff or crew and/or direct its activities? Yes__No__
6. Do you research, construct, design, develop, alterate or repair? If "Yes," circle one.
7. Do you serve a client/customer directly/indirectly? Yes__No__.
8. Are you affiliated with any professional or labor organizations? If "Yes," specify:_______________No__

2.62-63. General Cloze Score ________ 2.64-65. Job Cloze Score ________

GENERAL CLOZE

"This lake is all treated sewer water," the old gentleman murmured in admiration. The old man sat on a bench as close to the bank as possible with his elbows resting on his knees while gazing at the rippling water. The breeze sweeping across the lake caused the sailboats to glide along with amazing speed.

"We are making great *ecological* strides," he thought to *himself*. He knew well the *story* of this remarkable lake *nestled* in the foothills of *Southern* California. He swelled with *pride* to recall the wise *choice* the Santee citizens had *made* when they elected not *to* join the metropolitan sewage *system* where the waste would *been* been discharged into the *Pacific* with only inadequate primary *treatment*. Rather, the residents constructed *their* own sewage facility, reclaiming *the* sewer water, thus extending *their* own supply to provide *water* needs and clean recreational *extras*.

"This is probably the *only* city park in the *world* which is built just *miles* downstream from a sewer *plant*," the gentleman thought. He *leaned* forward scooping up a *handful* of water. "This lake *is* more sanitary than most *mountain* streams."

INTERVIEWER INSTRUCTIONS

(Assuming the interview is already set up and the interviewer has arrived and is now face-to-face with the interviewee.)

Note: Come prepared with a complete interview folder containing the following:

(1) Instrumentation
(2) Answer Sheet
(3) "Skills Used" sheet
(4) Reading Task Sheets (3 sets)
(5) Difficulty Rating Sheet
(6) Alternative Sources Sheet
(7) General Cloze
(8) 2 numbered sheets for Job Cloze
(9) Broad-tipped black felt-tip pen (for constructing Job Cloze)

Briefly introduce yourself and explain what the interview is about. Try to set the interviewee at easy be telling him/her that the interview is confidential and that there are no "right" or "wrong" answers. Our only interest is in an honest response.

The Diehl-Mikulecky Job-Liberacy Survey

The first section of the interview consists of a list of statements which the interviewee will rate on a scale of 1 to 5. (1) means that the statement is very unlike me; (2) means the statement is unlike me; (3) means the statement is neither like me nor unlike me; (4) means the statement is like me; and (5) means the statement is very like me. Give the interviewee an answer sheet and explain the scale, making sure the interviewee understands. Instruct the interviewee that as you read items, s/he is to circle the number on the scale that s/he believes to most represent his or her feelings or attitudes.

Read through the statements slowly enough so that the interviewee can respond, but keep the pace brisk. When you finish, place the completed answer sheet in the folder.

When interviewing in schools, you will possibly be giving this section of the interview to a group. The procedure is still that same. At the end of this section, however, it will be necessary to break up the group in order that the rest of the interview can be conducted one-to-one. If there are more interviewees than interviewers, one or more of the subjects will have to wait 20-30 minutes until an interview is completed. It's a good idea to ascertain who may have commitments requiring them to leave, so that they can be interviewed first.

Skills Used

After the first series of statements, the interviewee is handed the "skills Used" form and asked to fill it out according to the types of reading tasks encountered on his/her job, both at present, and when s/he first began the present job. The interviewee is to make a check next to reading tasks s/he has and/or does use. It is possible for both columns to be either checked or blank on the same item.

Reading Tasks

During the next part of the interview you will be getting information from the interviewee concerning three examples of reading that are encountered on the job (in school).

Ask the interviewee (see "Reading Tasks") to show you an example of reading s/he has used within the past month. If the example is more than just a few pages, ask the interviewee to point out the specific section (i.e., chapter, unit, etc., 1-5 pages). Record the name of the material and cite the specific section in the spaces indicated on the sheet (2.4). Record the type of reading material (i.e., book, part of book, etc.) If uncertain, record "Other," cite specific example, and consult with another interviewer later to determine how it should be coded.

Ask to look at the material to determine what kind of graphic display (2.5) is used. (A) "Text" means that there are no charts, graphs, photographs, or representations of any sort. (B) "Graphic" means that the material consists entirely of charts, graphs, tables, etc. (D) "Numbers" means that other than a title at the top of the page, the display consists entirely of numbers, with no text. (D) "Representation" means that direct representations of something (i.e., blueprints, drawings, photographs, etc.) constitute the entire reading task. And finally, (C) is any combination of (A), (B), and (E)--any 2 out of three, or all three.

Next you must elicit information from the interviewee that will inform you of the purpose in reading this material. From the list of questions, choose the one or two that you feel best suits the particular situation.

The next question (2.6, "If you had to do exactly the same task tomorrow . . .") is to help you determine if learning has taken place during the reading task. However, sometimes the question seems inappropriate. If this is the case, try to develop (with the help of the subject) a hypothetical situation for which the question can be answered in a specific, rather than a general sense.

In order to verify whether or not learning took place, you ask the interviewee, "Did you learn something from this material?" If the answer is "No," you will code 2.7-B "Reading-to-do task (no learning)"; then choose the type of task in 2.9 A-D. If "Yes," proceed with the determination of the specific strategies (2.7-2.11). Please note that the introduction to this section is simply a way of eliciting information from the interviewee. The purpose is to get him/her thinking about the types of learning strategies actually employed, not to provide a list of options from which to choose. If you are asked to repeat the examples, it would be best to kindly decline and direct the interviewee's attention to his/her actual strategies used.

Item 2.7 lists the general strategy categories (i.e., Reading-to-learn, etc.), while questions 2.8-2.11 list the specific strategies within the previous categories. Item 2.8 is to be coded when the task is specificially for the purpose of learning (to know; never read again). (A) indicates that the interviewee learns the material by reading the material over and over again, in one place and time, not to be referred to afterward. (B) indicates that the interviewee learns by answering the questions at the end of a chapter; poses questions to him/herself while reading; solves problems using the information being learned, etc. For (C), the interviewee relates or associates the new information with information already known. And (D) means the interviewee finds a way to focus attention, such as underlining, taking notes, outlining, or simply concentrating as s/he reads. If more than one strategy is employed, code the strategy the interviewee uses most (or the first one cited).

Item 2.9 indicates that the reading task is specifically for the purpose of carrying out a job task, and the interviewee learns something less than half the time. This item is coded if the answer to the "Did you learn anything?" question is "No." (A) "Fact-finding in text" (as defined in 2.5) means that the interviewee looks quickly through the material to find the specific piece of information s/he is currently interested in. (B) is the same process, but using charts, etc., as also defined in 2.5. (C) and (D) are self-explanatory.

Item 2.10 is coded when the task is a Reading-to-do task, but incidental learning takes place at least half of the time. (A) indicates that a learning strategy such as those listed in 2.8 is utilized. (D) means that a repetition of the reading task over a period of time caused learning to take place, and (C) means that one reading, accompanied by an application of the information, caused the interviewee to learn it. If (D) Other, is coded, cite the specific strategy and consult with another interviewer later to determine how it is to be coded.

Item 2.11 means that the purpose of a reading task is to determine the importance or use of a piece of information--whether it is useful for a particular task, whether it might be important later and should be filed right now for future reference, or whether it should be passed on to someone else for use.

The purpose of the next 3 questions is to determine the interviewee's competency with his/her job reading material.

In item 2.12 you ask the interviewer to point out or show you (physically) what s/he considers to be the most important information in the particular section under attention, and to tell you why it is the most important. Using the interviewer clues, you will then score the subject on a scale of 1 to 5 according to his/her clarity of understanding.

In item 2.13 you ask the subject to summarize in his/her own words the most important information, and then score according to his/her ability to summarize and, perhaps, elaborate. Again, refer to the interviewer clues. It will be necessary to look at the reading material yourself to help you determine the interviewee's capability. The interviewee may repeat information here that was given in 2.12.

In item 2.14 you ask the interviewee to describe several situations in which this information would be used, and then score according to the number of situations and amount of detail. If you feel the interviewee is holding back on any of these questions, you can prod a little; use questions such as, "Can you elaborate?" or "Is there anything else?"

Item 2.15 is to determine the consequences to the interviewee in making a mistake in reading this material. (C) "Vital" can mean several things: a drastic occurrence, such as injury or death (i.e., if a backhoe operator reads the electric company's blueprint wrong and digs where the wires are buried); a great loss of money or prestige either to him/herself or the company; the interviewee's job is in jeopardy; the interviewee will be in serious trouble with the boss, ets. (B) "Important, but not vital" means that while the mistake has importance, there are enough other safeguards to ensure that vital consequences will not occur (i.e., the yard foreman at a lumberyardmay make a mistake in computing a bill, but there is a great likelihood that it would be caught by the cashier, the accountant, or the customer. Even if it is not caught, the loss is not likely to be great). (A) "Not Important to Task" means that there are no consequences whatsoever.

Please note that the interviewee is not to be given the choice of A, B, or C. Simply ask question 2.15 and you determine whether or not the consequences would be vital and make the selection based on your judgment.

Item 2.16-18 is to find out the exact number of times a month the interviewee uses this particular material, or material very similar. The occurrences can be averaged out. Note that this question (and several more to follow) is coded in three separate spaces on the computer sheet.

After discussing each reading example, the interviewee is asked to rate the difficulty of that material on the "Difficulty Rating Sheet," Show the interviewee the first grade reader story and the Einstein passage and indicate that they rate 1 and 10 respectively, then ask the interviewee to rate his/her reading task according to those 2 anchor points and to the reference points on the scale (Yellow Pages, newspapers, etc.). Hand the interviewee the sheet and ask him/her to circle the appropriate number for each reading example.

In order to verify the interviewee's decision, you may ask, "So, you feel this material is more difficult than ____________________ and less difficult than ____________________?"

When all three examples have been discussed, ask question 2.61, "How many minutes per day do you spend reading job (school) materials other than those you just mentioned?" Again, the number can be averaged out.

Alternative Sources

The directions in the Alternative Sources section are pretty straightforward, but it may take some patience to get the information from the subject. It seems to take a great deal of thought. Item 3.72-73 can be averaged out over a 7-day week. In item 3.74-75, let the interviewee's assessment of the percentage stand. In question 3.70, however (reason for using alternative source), the interviewee is not to be given the list to make a choice. Let him/

her tell you the reasons, and you decide which choice is appropriate. If you're not sure, just keep the interviewee talking with questions like, "Is there anything else?" until you get enough information to make a decision.

Demographic and Job Information

Question 3.76-77 can be asked two different ways: for workers, it is: "How many years and months have you been on the present job?" For technical school students, the question is: "How many years and months have you been in this technical school program?" All high school students will be in the 11th grade. Note that time is coded in months.

For "Income" (3.51-55), ask if the interviewee would mind giving us his/her gross annual income. If s/he hesitates, inform him/her that it is solely for the purpose of categorization and that the information will be held in strict confidence. If s/he still refuses, it will be necessary to contact the interviewee's supervisor (either there on-site or later by phone) to determine what a representative income would be for that position.

The job information questions are to be asked of the interviewee to help determine his/her occupational definition. It may be necessary for the interviewer to make notes or elicit additional information from the subject. The more information we have about the subject's occupation, the more accurately we will be able to determine his occupational code number designation in the DOT (Dictionary of Occupational Titles).

Frequently, some of these questions will have been answered in earlier parts of the interview. If so, don't repeat the question, but be sure to code the answer--on the spot, if possible, but if not, very soon after the interview.

If you still do not have a clear understanding of the subject's job, ask him/her to discuss his/her responsibilities in more dtail and make notes on the demographic data sheet.

Try to get as much information as possible, but do not spend more than a very few minutes on this section of the interview.

Cloze Tests

Next, the interviewee is handed the general cloze test to fill out. Explain the basic tactic of the cloze, that the first three sentences are left intact, then starting with the fourth sentence, every fifth word is deleted. The interviewee is to fill in the blanks with the word s/he considers most appropriate. It sometimes alleviates the tension to inform the interviewee that very few people score as much as 50%. Encourage him/her not to belabor this task.

If the interviewee has a reading example that contains a passage of at least 150 words in continuous discourse (and if there is a copying machine available, or if the material may be kept), you can prepare a job cloze while the interviewee is completing the general cloze. Choose a passage (indicating a beginning point), leave the first three sentences intact, and beginning with the fourth sentence, delete every fifth word until there are 25 deleted words. Please note that before you black out the words, it is necessary to record them on one of the two numbered sheets for the job cloze. Check the

"Key" blank on your sheet of answers. The interviewee is to be given the other sheet on which to record his/her answers.

This is the end of the interview. Thank the interviewee and go to the next interview. No more than a week should pass before the interview data is coded on the computer sheet. It should be fresh in your memory.

APPENDIX E

OBSERVATIONS FORMS

Women, Work and Literacy

A Program Model

Combining Literacy and Employment Training

On-site linkage of literacy classes to employment and training programs can be a significant factor in improving a woman's basic education skills—laying a stronger foundation for increasing her employability.

Key Program Characteristics

Programs should strive to be:

- **Comprehensive**—meeting the specific needs of low-income and single mothers.
- **Learner-centered**—recognizing each woman's own competencies, life experiences, interests and goals.
- **Flexible**—providing a variety of instructional strategies linking literacy and employment training.
- **Standards-based**—striving to meet operating guidelines for every program component.
- **Policy-linked**—incorporating advocacy activities that the program experiences to the public policy issues that will continue to shape literacy services.

Strategies for Service Delivery

LITERACY COMPONENTS:

- Individualized remediation plans
- Small groups
- Incremental goals
- Occupationally-related reading and math materials
- Student-created materials
- Computer familiarity

EMPLOYABILITY COMPONENTS:

- Job readiness
- Nontraditional skills training
- Job skills training
- Internships
- On-the-job training
- Job search
- Job placement

LIFE SKILLS COMPONENTS:

- Training in
  - Problem solving
  - Decision making
  - Goal setting
- Personal counseling
- Career counseling
- Support services in
  - child care
  - transportation
  - emergency funds

Public Dollars for Literacy

- **The Adult Education Act:** Federal assistance for adult education and literacy is primarily authorized through this Act, which serves about 2.8 million people each year.
- **The Job Training Partnership Act:** Authorizes expenditures of funds for remedial education and basic skills training, literacy and bilingual training and attainment of certificates of high school equivalency.
- **The Carl Perkins Vocational Education Act:** Provides for an 8.5% set-aside for the Single Parent and Homemaker Program, within which funds are authorized for vocational education and training activities including basic literacy instruction.

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., NW, (LL), Washington, DC 20005 (202) 737-5764

Women, Work and Literacy

Resources

Association for Community-Based Education (ACBE)
1806 Vernon Street, NW
Washington, DC 20009

Business Council for Effective Literacy (BCEL)
1221 Avenue of the Americas
35th Floor
New York, NY 10020

Institute for Literacy Studies
Lehman College
Bedford Park Blvd. West
Bronx, NY 10408

Institute for the Study of Adult Illiteracy
Pennsylvania State University
248 Calder Way, Room 307
University Park, PA 16801

Laubach Literacy Action
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210

Literacy Volunteers of American, Inc. (LVA)
5795 Widewaters Parkway
Syracuse, NY 13214

National Alliance of Business (NAB)
1015 15th St., NW
Suite 500
Washington, DC 20005

National Center for Education and Employment
Teachers College
Columbia University
New York, NY

National Governors' Association (NGA)
444 North Capitol Street, NW
Suite 250
Washington, DC 20001

Project Literacy U.S. (PLUS)
Box 2
4802 Fifth Avenue
Pittsburgh, PA 15213

U.S. Department of Education
Adult Literacy Initiative (ALI)
Reporter's Building, Room 510
400 Maryland Avenue, SW
Washington, DC 20202

U.S. Department of Education
Division of Adult Education
Reporter's Building, Room 522
400 Maryland Avenue, SW
Washington, DC 20202

U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210

Literacy Publications from Wider Opportunities for Women

Wider Opportunities: Combining Literacy and Employment Training for Women (1988)

Executive Summary: Outlines barriers to and strategies for enhancing literacy skills of female single parents as identified by five case study sites. Price: $7.50

Case Studies: In-depth reports from each of four sites (New York, Chicago, Dallas, and Washington, D.C.) participating in national literacy project. Price: $5.00 each

Analysis of Eight Focus Group Sessions with Educationally Disadvantaged Women (1987); Price: $5.00

Wider Opportunities: Combining Literacy and Employment Training for Women—A Program Manual (September, 1988)

A step-by-step, "how-to" guide for employment programs to initiate a literacy component within on-going training efforts. Includes program standards, implementation strategies, sample materials, worksheets and discussion of policy issues. Price: $15.00

Report from the Rockefeller Female Single Parent Literacy Project (Available Winter, 1989); Price: TBA

Illiteracy and the Employability of Single Mothers (1986)

Presents an overview of the problem of adult illiteracy in the U.S., suggests policy solutions, and then details WOW's Single Parent Employability and Educational Development Project (SPEED), its individualized remediation program, basic skills research project and measurements of success. Price: $5.00

Order from: Wider Opportunities for Women, 1325 G Street, N.W.,(Lower Level), Washington, DC 20005; Phone: (202) 638-3143.

About WOW: Wider Opportunities for Women is a 24-year-old national women's employment organization. Since 1964 it has achieved systemic change for women in economic policies, employment practices, and employment and training programs. With local training programs in Washington, D.C. and national projects across the country, WOW's goals are to achieve equal opportunity and economic independence for women.

This fact sheet was prepared with the cooperation of the National Coalition for Women and Girls in Education (NCWGE).

11/15/88

The NCWW encourages broad distribution of this fact sheet. Those interested in reproducing it are simply required to inform our office.

Women, Work and Literacy

Workforce 2000

From now through the year 2000, two out of three new entrants to the labor force will be women.

- By 2000, it is projected that 80% of women ages 25-54 will be employed. Women will comprise more than 47% of the labor force.
- Hispanic women's participation in the labor force between now and 2000 will increase by 85%. Black women's participation will be up by 16%.
- The majority of mothers are also paid workers. In March 1988, two-thirds of all women with children under 18 were in the labor force; 53% of all women with children under age three were working. For the first time, more than half of women returned to work before their infants were one year old.

For the first time in history, a majority of all new jobs will require higher education or training as technological change impacts the content and complexity of work.

- Only 27% of all new jobs will fall into low-skill categories.
- By the year 2000, people with less than a high school education will be able to fill only 14% of all jobs.
- At a minimum, according to employers, basic skills in written and spoken English, problem-solving, basic math, and analytical skills will be required for employees to adapt to continuing changes in employment.
- The American Society for Training and Development estimates that by 2000, 75% of all employees in the U.S. will need to be retrained. The number of companies that teach remedial basic education will have to double.

Almost all of the new jobs created between now and the year 2000 will be in the service sector rather than in manufacturing.

- Although these will demand higher skill levels than the jobs of today, most will be low wage.
- According to the U.S. Senate Budget Committee, 43% of women workers today are in jobs with below-poverty-level wages, compared to 27% of men.
- Five of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations, with median weekly wages below poverty level. (1987 poverty level income for a family of four was $11,611 or $223 per week.)

Occupation	# jobs projected to be created	1987 % female	1987 median weekly female wages
Retail Sales	1,200,000	68.5	$192
Waitress	752,000	85.1	$178
Cashier	575,000	83.0	$183
Food Worker	449,000	78.5	$149
Nursing Aide	443,000	90.4	$212

The education and training women and girls receive often prepares them for a lifetime of poverty-level wages.

- Women workers, employed year-round, full-time in 1987 earned 65¢ for each dollar earned by men.
- The vocational choices of boys and girls as well as the choice of college majors by men and women indicates that occupational segregation by sex will continue well into the 21st century, with a probable continuing gap in wages.

Sources:

NCWGE Issue Brief, "Women, Illiteracy and Poverty: Breaking the Cycle"
U. S. Department of Education
U.S. Department of Labor
Bureau of the Census
Hudson Institute Report, "Workforce 2000"
Children's Defense Fund
Congressional Clearinghouse on the Future

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Women, Work and Literacy

The Problem

The U.S. Department of Education estimates that 23 million Americans over the age of 17 are functionally illiterate.

- One out of five American workers reads at no more than the eighth grade level.
- One in eight reads at the fourth grade level.
- Functional illiteracy means that these citizens cannot read or write well enough to perform the basic requirements of everyday life.

Illiteracy is increasingly linked to America's deepest problems: long term welfare dependency, poverty, teenage pregnancy, crime, and chronic unemployment.

- Children of illiterate parents are at a disadvantage and may continue a cycle of illiteracy.
- The greatest predictor of a child's future academic success is the literacy of the child's mother.
- Young women with below average skills and below poverty incomes are five and a half times more likely to become teen parents.

There is a high correlation between women's low educational attainment and high levels of poverty.

- Seventy-five percent of female heads of household with less than a high school diploma are living in poverty, compared to 34% of men in the same situation.
- Three-fifths of all adults receiving AFDC have not completed high school; the average reading level of AFDC mothers between the ages of 17 and 21 is below the sixth grade.
- Nearly 40% of female single parents have an eighth grade education or less.
- Thirty-five percent of displaced homemakers have an eighth grade education or less. Thirty-nine percent of these women fall below the poverty line.

Total costs related to our nation's illiteracy are estimated to exceed $225 billion a year.

Included are direct costs to business stemming from workers' lack of basic literacy and mathematical skills which can cause costly mistakes, lead to accidents, reduce productivity, and increase the need for supervision.

Literacy Needs for the Future Work Force

- good basic skills; reading, writing and mathematics;
- the ability to perform critical, higher order thinking;
- being able to analyze and solve problems;
- listening skills, speaking skills, and the ability to communicate decisions;
- basic technical skills with computers;
- being able to relate information to situations and understand one's role within a larger context.

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WOMEN AT WORK

National Commission on Working Women
Women's Work Force Network
of
WIDER OPPORTUNITIES FOR WOMEN

Teen Girls on TV Care About Looks and Dates, NCWW Study Finds

In August, WOW released "Growing Up In Prime Time," a National Commission on Working Women media report examining the portrayals of adolescent girls on TV. Based on a study of over 200 television programs featuring adolescent characters, the report found that:

- for teenage girls on television, the importance of good looks far overs[illegible]ows ability;
- they are seen engaged almost exclusively in shopping, grooming, and dating, to the exclusion of any intellectual activities;
- they are significantly more passive than their teenage male counterparts, reacting rather than initiating the action;
- they receive less attention in plots and story lines, and
- they are disproportionately wealthy and lack economic diversity.

According to the report, the overarching theme communicated night after night to female teen viewers is that one needs no academic or intellectual preparation to become a successful, productive adult—that growing up is demanding emotionally and socially but does not require job skills or vocational planning.

Press and public response to the report has been widespread. Hundreds of newspapers featured articles about the report, and the Commission was interviewed on dozens of radio stations, as well as "Good Morning, America," "Entertainment Tonight," and "Hour Magazine." NBC News also carried the story. In addition, Sally S[illegible]nland, WOW media director, spent a w[illegible]k in Los Angeles briefing the producers of the shows analyzed in the report and discussing strategies for improved portrayals.

Five European Women Visit U.S. Programs

WOW Hosts German Marshall Fund Equal Opportunity Fellows

From left to right: Maria Pierret, Anne Heald (GMF), Artha Schimmel, Ingrid Nümann-Seidewinkel, Ulla Knapp, Cindy Marano (WOW), Ana Maneru, Cathy Stentzel (WOW).

What do Ingrid Nümann-Seidewinkel, a mayor of Hamburg, West Germany; Ana Maneru, director of educational equity programs in Spain; Artha Schimmel, Equal Opportunity Officer for the Netherlands Postal and Telecommunications Services; Ulla Knapp, Equity Policy Officer for the Ministry of Economics of Northrhine-Westfalia; and Maria Pierret, program administrator for the European Center for Training and Development in Berlin have in common?

They are German Marshall Fund Equal Opportunity Fellows for 1988. Chosen by an international selection committee staffed by WOW's Executive Director Cindy Marano, the fellows were awarded four-and-a-half week fellowships in the U.S. from September 26 to October 28. The fellows began their individual programs in Washington, D.C. with a week of orientation briefings, before traveling to three or four other U.S. cities.

As a mayor of an industrial, harbor city with high unemployment, **Ingrid Nümann-Seidewinkel** wanted to study equal employment policy in the public sector, as well as community development and job creation. She was hosted by the Office for Women's Rights in Seattle, the St. Paul Commission on the Economic Status of Women, the New York City Commission on the Status of Women, and the Center for Women in Government in Albany.

Ana Maneru was hosted by the Council of Chief State School Officers in Washington, D.C., the Women's Action Alliance in New York, and the Circle Project of the California State Department of Education in Sacramento. In each city she visited teacher training programs, schools, and advocacy groups working to improve equality of education for women and girls.

The program for **Artha Schimmel** was quite unique because she wanted to study EEO practices of public and private companies in the telecommunications industry. She visited the U.S. Postal Service, UPS, Federal Express, AT&T, MCI, and IBM among others. Her hosts included WOW, the YWCA in Memphis, the Women's Bureau regional office in Atlanta, and the Institute of Women and Work of Cornell University in New York City.

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POLICY UPDATE

Welfare Reform Bill Becomes Law

On October 13, 1988, President Reagan signed into law a major revision of the nation's welfare system. The bill was called "a revolution" by Senator Moynihan (D-NY) and "slavefare" by Congressman Augustus Hawkins (D-CA)—an indicator of the widespread and intense debate that the bill has generated. The Family Support Act of 1988 replaces the WIN program and Aid to Families with Dependent Children and is expected to cost $3.6 billion over the next five years.

The bill includes rigid requirements for participation in employment, education and training programs, with a mandate that parents of children over age three (down to age one at state option) participate in these activities. The participation requirements will result in states having to serve large numbers of people with very limited funds. It also requires that one parent in a two-parent family participate in a workfare program as a condition of receiving benefits.

The new law includes transition benefits, such as child care and Medicaid, to help families make the transition from welfare to paid employment. It also strengthens child support enforcement provisions. It does not include any increase in cash welfare payments to families.

Advocates who are interested in having input into the state implementation process should watch for federal regulations, which must be issued six months after a bill is passed. A 30-day comment period is usually allowed on regulations. This will be the next opportunity to have input into the process at the federal level, before actual state implementation begins. Planning is already underway at the state level, however. Groups interested in having an impact in their states should contact their Commissions of Social Service. An analysis of the new bill is available from Deborah Arrindell at WOW.

COMMENTARY...

WOW Plans Its Future

by C. Courtney Elliott

C. Courtney Elliott

Over the past few months I have been privileged to chair the Board committee working on WOW's Program and Policy Agenda for 1989-1991. In planning for WOW's future, the committee designed a two-stage process to receive significant input from all of WOW's constituent groups. We met with WOW's staff, with our local Industry Advisory Council, and the WOW Board. We also solicited feedback from the 400 members of the Women's Work Force Network and the members of the multi-sector National Commission on Working Women.

During the process, the committee asked everyone two things: What do you think the political and economic climate will be in the next few years? And secondly, given that climate, what should WOW's priorities be? Defining the climate was the first step, because the "climate issues" will shape and give boundary to what is possible and preferable.

The Program and Policy Agenda will be published by late winter, but following are some of my personal observations about what we have found so far.

First of all, it seems to me that all of WOW has approached this task with more urgency and a greater sense of its importance than we ever have before. We all agree that we are at a particularly critical juncture for women in employment and training. We foresee:

- a growing disparity in income between rich and poor in the U.S.;
- an ever-increasing need for employment and training programs for women, based on Work Force 2000 projections;
- no major new sources of public funding for women's employment and training;
- the need for increased private resources for training future workers; and
- the need for greater collaboration between organizations which share common purposes.

Given this probable climate, I have been extremely impressed by a renewed sense of energy and commitment from the WOW family for these overarching priorities:

- continuing to concentrate our efforts on the needs of low-income women and women of color;
- creating opportunities for collaboration between WOW and other groups and among all the sectors concerned with the future of women in the work force; and
- strengthening the Women's Work Force Network.

One of WOW's strengths is that we represent a wide range of viewpoints on issues. What has been most striking for me during this process has been to see people with very different perspectives and levels of knowledge about issues and problems reach remarkably common conclusions. I have also seen and felt an increased spirit of cooperation among all of us. The process at WOW makes me optimistic about the future.

C. Courtney Elliott is director of the Institute for Social Justice, The National Catholic School of Social Work, The Catholic University of America.

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Equity Gains Made by Project Sites

- Two new curriculum units focusing on women in the work force, nontraditional careers and greater awareness of women's issues and job opportunities have been instituted for all tenth-grade students at Sandia High School, Albuquerque, NM.
- Area businesses are helping to develop a video bank of interviews with their employees in nontraditional jobs for presentation to eighth-grade students through Metropolitan Vocational-Technical Education Center in Little Rock, AR.
- Enrollments of female students in the technologies programs rose from 32 to 84—a 260% increase—following a series of recruitment activities in cooperation with the campus women's center, faculty in-service trainings and production of a video highlighting nontraditional opportunities at El Paso Community College, El Paso, TX.

These are just some of the activities undertaken at the three Educational Equity Options Project sites during 1988. Funded by a grant from Levi Strauss Foundation, WOW has worked for the past 12 months with selected key leaders to bring the seven-step EEO Project process to their communities.

"Please make it clear that this is just a beginning, not an ending," said one key project leader during a roundtable meeting of leaders from the three sites. Held September 26 in El Paso, this meeting brought together the school administrators, women's advocates and sex equity coordinators who have been leading the efforts for each site.

The problem of occupational segregation within academic and vocational classes is persistent. The Educational Equity Options Project developed by WOW is a process for:

1. identifying and reducing the barriers faced by females for successful completion in nontraditional classes;
2. developing greater understanding and support among school and community persons for educational equity; and
3. training a team of school and community leaders to plan and implement local strategies to achieve sex equity.

After working with WOW for a year on the EEO Project, the three sites have begun implementing plans that will carry their sex equity efforts past the formal ending of the project. Mainstreaming such efforts is a goal of the project and at Sandia, Metro and EPCC—equity efforts are on the front burner to stay.

For more information about the Educational Equity Options Project, contact Judy A. Beck, WOW, (202) 638-3143.

To order the EEOP Resource Bibliography—with over 80 listings of videos, books, posters and equity organizations—send $5 to EEOP Bibliography, WOW. (Make check payable to WOW.)

WOW Launches National Literacy Demonstration Project

In September, WOW announced the publication of "Wider Opportunities: Combining Literacy and Employment Training for Women." This 76-page manual describes the literacy program model which was developed through an 18-month grant from the MacArthur Foundation. WOW's program model combines the experience and resources of five community-based women's employment and training organizations. The Midwest Women's Center in Chicago, Wider Opportunities for Women in Washington, D.C., Non-traditional Employment for Women (NEW) in New York City, the Mary Crowley Academy in Dallas, and Access for Women in Brooklyn cooperated to produce the program model.

The Department of Labor has now funded a national demonstration of this model in the four cities. The model proj[illegible] will serve 600 economically and educationally disadvantaged single mothers.

The program model has five key elements:

- It integrates literacy into an employment-oriented program. Women with limited educational skills can work toward their economic goals as they improve their basic reading, writing and math ability.
- It is standards-driven. Each element of the program has a set of general operating guidelines which specific service delivery methods should embody.
- It is flexible. For every component there are a variety of implementation strategies to meet the needs of the individual women in the program.
- It is learner-centered. Staff build on the skills and experiences of the women as they come to the program and involve them as active participants in the learning process.
- It unites program and public policy. Through advocacy activities carried out in concert with program operation, efforts are made to improve the access to and quality of services for disadvantaged women.

To achieve the goals of the project, each of the four sites will serve 150 women and provide them with literacy and employment training. Data will be systematically collected on the women served, services provided, outcome of participation and the cost of services. WOW will develop technical assistance guides on strategies developed during service delivery.

An evaluation process, conducted by Mathematica Policy Research Corporation, will parallel the 18-month training cycle. Mathematica will monitor literacy gains, provision of support services, and job placement or further training achieved by participants.

The results of this project will provide both operational evidence and data to test the hypothesis that a *comprehensive* employment and training program which provides basic education, occupational skills training, and support services will allow disadvantaged single mothers to gain employment and increase family economic self-sufficiency.

Network Members Active This Fall in Service to Women

Network Members Influence Public-Policy Makers

On a one-day trip to **Chicago** in July, U.S. Secretary of Labor Ann McLaughlin visited the **Midwest Women's Center (MWC)**. McLaughlin chose MWC because of their strong record of training women in nontraditional fields. The visit coincided with her announcement of the creation of a new Task Force on Women in the Aerospace and Construction Industries. After the visit, Ms McLaughlin spoke informally with two women carpenters working in a nearby construction site.

"The sincere interest and expertise shown by the Secretary bodes well for all of us committed to insuring a future for women in the trades," says Susan Dunlap, MWC's executive director.

U.S. Secretary of Labor Ann McLaughin (center, left) and Susan Dunlap of Midwest Women's Center meet with two construction women.

Network Members Create Funding Options

Women in the Building Trades (WIBT) at Roxbury College in Boston received a 12-month grant from the U.S. Department of Labor for $123,700. The group expects to get a matching grant from the state. WIBT invested three years of their time developing a model pre-apprenticeship program for women, which now also serves as a model for the state's program. In addition to running their own program, WIBT does consulting for the State Department of Public Welfare.

Tradeswomen, Inc. of San Francisco sells their "Little Tradeswoman Coloring Book" for $4 plus a $1 handling fee (P.O. Box 40664, S.F., CA 94140).

The Center for New Directions in Pocatello, Idaho received funding from their local United Way Campaign to provide day care for mothers attending a vocational program or their last year of academic classes.

Network Members Develop Innovative Programs

Women receive pre-vocational training from **Women Unlimited in Monmouth, Maine**. The program stresses physical conditioning, personal and career development, job-related literacy and math, and trade-related technical skills training in surveying, electronics and construction.

The Women's Rights Information Center in Englewood, New Jersey held a Women's Career Expo on September 24, which included recruiting by employers and providing career advice on business ideas and on job training programs. Seminars covered the area of running your own business.

In Wilmington, Delaware the YWCA is developing a model transient housing program, designed to help women become self sufficient.

The TEENS program (Teenagers Experiencing Educational Needs) is run by Mountain Empire Community College in **Big Stone Gap, Virginia**, providing 100% of wages for teenage mothers so they can develop marketable skills.

After getting the Shiloh Christian Retreat to loan them land in Pasco County, Florida, migrant farm women started their own cooperative nursery business, which is called **Agricultural Women Involved in New Goals (A-WING)**. For more information, call the **Southeast Women's Employment Coalition** at (606) 276-1555.

New Ways to Work in San Francisco released their Equiflex Project Report. This report identifies flexible and nonstandard work time options that can improve work conditions for part-time and temporary workers, as well as for independent contractors. Call (415) 552-1000 for information.

Network Members Hold Seminars and Conferences

This fall the **Center for Women in Government in Albany** offered two-day seminars on Women as Managers and Women as Supervisors.

With the New York State Department of Economic Development, **Everywoman Opportunity Center, Inc. of Buffalo** co-sponsored a seminar for women on "Minding Your Own Profitable Business."

The Women's Economic Development Corporation in St. Paul, Minnesota is holding seminars on how to make one's own business more successful ("Snap, Crackle and Pop", "You're the Boss").

The Southeast Women's Employment Coalition of Lexington, Kentucky will focus on "Women Taking Charge: Making a Living and Making Change" at their next regional conference. It will be held on April 28-30, 1989 at Lake Junaluska, Asheville, North Carolina. For information, write SWEC Conference Committee, 140 E. Third St., Lexington, KY 40508.

The National Network of Hispanic Women will be holding a conference on "Hispana Leadership: In Step with the Future" in Los Angeles on June 22-25, 1989. Call (213) 938-6176 or 459-0141.

Anniversaries Celebrated

The Maine Displaced Homemakers Program and the **Displaced Homemakers Multiservice Center in Hempstead, N.Y.** recently celebrated their tenth anniversaries.

Region IX Meeting Held in San Francisco

The Women's Work Force Network held its annual Region IX Meeting in San Francisco on September 23. More than 30 people from California and Arizona joined WOW staff members and the Regional Leader, Robin Purdy of the Sacramento Employment and Training Agency. Robin Purdy and Karie Wyble of the Sierra College Tutoring Center organized the meeting and introduced many new program operators to the Women's Work Force.

Co-sponsored by VOICE (now the Employment Training Network of Sacramento), the regional meeting created new resource-sharing and supportive relationships between participants.

A highlight of the Region IX meeting was the presentation by Judy Beck and Sandra Porter of WOW's new literacy program guide, which serves as a model for integrating literacy education within employment and training programs for women. They stressed the importance of meeting key standards so that programs can serve single mothers in effective ways and begin to deal with intergenerational literacy.

Robin Purdy identified several changes in JTPA policy. The federal government has proposed that non-profit JTPA providers be distinguished from for-profit providers; only non-profits would have to consider revenues in excess of cost as program income. Under the Education and Training for a Competitive America Act of 1988, displaced homemakers are now defined as displaced workers and may be provided services. In addition, there will be fewer private sector members on the State Job Training Coordinating Council (SJTCC), fewer members from state and local governments, and a stronger emphasis on participation from the general public, labor and community-based organizations.

A national assessment of JTPA is now being carried out by the Department of Labor. The assessment involves determining whom JTPA should serve, evaluating the quality of services and the management of the system, and exploring ways to integrate and coordinate systems. Cindy Marano, WOW's executive director, a member of the 30-person national evaluating team, encouraged the participants to provide her with any JTPA assessment information by the end of December. Feedback from other advocates and providers who serve women is also welcome.

At the close of the Region IX meeting, an impressive list of creative ideas on program development and public policy was prepared and submitted to WOW's Board of Directors as a contribution to the 1989-1991 agenda-formation process.

Women's Work Force Region II Annual Meeting Held

Merble Reagon and Mary Ellen Boyd, Region II co-leaders, welcomed 31 Network participants from New York and New Jersey to New York City for a day of information sharing and seminar sessions on October 26. In the morning, members provided feedback on JTPA to Cindy Marano as part of the national assessment process (described above). WOW staffer Deborah Arrindell then led the group in a critical analysis of the recently enacted welfare reform legislation.

Two concurrent sessions were conducted in the afternoon, one on WOW's literacy program model and the other a discussion on critical policy issues for Region II and for the country. Issues raised included the crucial need for support services for women in education or training programs and the need to focus on work force-related issues for both welfare and working poor women.

The next meeting of Region II Network members will take place in January. Call Merble Reagon at (212) 964-8934 or Mary Ellen Boyd at (212) 420-0660 for further details.

JOIN THE WOMEN'S WORK FORCE NETWORK

Form a working partnership with more than 400 employment/training and educational programs and advocates for women by joining WOW's national network. Help guarantee that women receive quality job training, education and supportive services around the country and in your area. Keep ahead of the trends and influence the ability of women to shape our world.

Yes, I am ready to become a member of the Women's Work Force Network; enclosed is my membership fee of $40. I want to network with women's employment, training and education programs that provide pre-vocational, job training, counseling, job placement, job-related advocacy or other work-related services; policy and program advocates, employers, job training agencies, educational institutions, unions, funders, policy makers, and other supporters of the Women's Work Force Network.

I would like to make an additional contribution to WOW's work to ensure equality of opportunity and economic independence for women; included is my tax-deductible gift of $ ____________.

Name ______________________________
Organization __________________________
Address _____________________________
____
Telephone (______) ______________________

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Women's Work Force Network Regional Leaders

REGION I:

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont
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REGION II:

New York, New Jersey, Puerto Rico and Virgin Islands
Merble Reagon, Executive Director
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198 Broadway, Suite 200
New York, NY 10038
(212) 964-8934

Mary Ellen Boyd, Executive Director
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REGION III:

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GION IV:

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Creative Employment Program
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Fort Wayne, IN 46802
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REGION VI:

Arkansas, Louisiana, New Mexico, Oklahoma and Texas
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REGION VII:

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Rebecca L. Plunkett, Executive Director
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REGION IX:

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(916) 456-9370

REGION X:

Alaska, Idaho, Oregon, Washington
Nancy Inui, President
FOCUS
509 10th Avenue East
Seattle, WA 98102
(206) 329-7918

Equal Opportunity Fellowship

Continued from Page 1

Ulla Knapp was interested in public/private cooperation in job development and training for women as well as visiting EEO offices of various U.S. corporations. Her host organizations were the Chicago Mayor's Commission on Women's Affairs, Bay State Centers for Displaced Homemakers in Boston, and the Women's Center for Education and Career Advancement in New York City.

The program for **Maria Pierret** gave [illegible] the opportunity to look specifically at research and evaluation methods for determining the effectiveness of training programs for women. She was hosted by New Economics for Women in Los Angeles, Non-traditional Employment for Women in New York City, Public/Private Ventures in Philadelphia, and Mathematica Policy Research Corporation in Princeton.

Fellows also observed how U.S. government systems work as well as how the American system of informal networks and coalitions impacts the political process on behalf of women. "Being in the States this fall during the pre-election period has been very interesting. Most of the people I met were more involved in the political process and more aware of events in the rest of the world than I ever expected," said Ana Maneru from Spain.

Now in its tenth year, the Equal Opportunity Program is a valuable international exchange, particularly for women's employment advocates. It has enabled a transfer of knowledge about U.S. equal opportunity and affirmative action policy and practice to almost every country in Europe through the experiences of former fellows.

WOW has administered the Equal Opportunity Fellowship Program since 1986 through an annual grant from the German Marshall Fund.

MEDIA UPDATE

Twenty-eight Winners to Be Honored at Broadcast Awards December 13

This year marks the tenth anniversary of the Women at Work Broadcast Awards. Begun by the National Commission on Working Women in 1979, the awards competition has grown into a prestigious, well-known national event.

On December 13, we will celebrate 10 years of honoring those who create outstanding television and radio programs on working women's issues. Past celebrity winners will be honored along with this year's 28 winners. A retrospective program book featuring articles, photos, and messages from celebrities and sponsors will give us a look back over a decade of programming and will also contain our 1988 annual analysis of the image of female characters on the new fall season. In addition, as part of the tenth year celebration, the Commission will award three Milestone Awards for outstanding broadcasting achievements on behalf of working women since 1979.

The awards luncheon will be held on Tuesday, December 13, 1988 at the Capital Hilton Hotel in Washington. Individual tickets to the event are $50 and may be purchased by calling WOW at (202) 638-3143.

Now Available

from the National Commission on Working Women

"Growing Up In Prime Time"

An Analysis of Adolescent Girls on TV

$5.00 (Prepaid)

Please make checks payable to Wider Opportunities for Women and mail to:

WOW, 1325 G Street, N.W., (LL),
Washington, DC 20005; (202) 638-3143

COMMISSIONER'S COLUMN

Celebrating Ten Years of Advocacy

by Linda Lavin
Actress/Producer

Linda Lavin

This year marks the tenth anniversary year of the first Women at Work Broadcast Awards, and it seems like a fitting time to reflect on some of the changes I have seen in the broadcast industry regarding working women. There have been some positive changes, but there is still work to be done.

First of all, on a personal level, being a part of the Commission and the Broadcast Awards program has raised my consciousness as an actress and as a producer about the importance of portraying real-life women in real-life situations. I certainly think twice about the roles I play now and whether they are fair and true to the millions of women who struggle every day to meet the demands of work and family, often with very low wages.

One trend I have noticed in the last few years is that women's issues have come of age on television and radio. One mark of that maturity is that stations no longer feel the need to have lights flashing and horns blaring "Women's Issue! Women's Issue!" Instead we have begun to see the mainstreaming of women's issues on news and public affairs programming as well as in prime time entertainment shows.

As women's work force participation has increased, we have also seen women's characters on TV become stronger and more powerful in the last decade. We have moved from Chrissie and Janet on "Three's Company" to Jessica Fletcher on "Murder She Wrote" and from "Charlie's Angels" to "Cagney and Lacey." We now have strong women characters as lawyers and doctors on shows such as "LA Law" and "Heartbeat."

Family life in the eighties, with the juggling act that all working mothers perform every day, has also found its way into TV's scripts. TV's mothers are now career women, and though the realities of child care, school vacations or sick children are largely ignored as yet, such programs as "Kate and Allie," "Growing Pains," and this season's premiering "Roseanne" reflect the struggles many families face.

Now for the bad news: Many of the new strong women characters of the last decade such as Alexis on "Dynasty" and Pam on "Dallas" are very wealthy. If anything, television has made almost no progress in the last 10 years in the area of diversity. There are too few women who are working class or poor, and there are too few women of color on TV. I think the next step is to expand the portrayal of women to include more than an elite well-to-do.

According to the latest report from the Commission which looks at teen age girls on television, adolescent viewers are also being given an unrealistic picture of what it takes for young women to prepare for and enter the world of work. The lack of role models who are seen studying or doing homework, talking about future careers, or even working part time must be corrected in Hollywood.

Which brings me to a final "trend:" Women viewers have become a force for enlightened women's programming. As a producer, I know that unless studio and network executives hear from viewers to the contrary, they will assume all is well. You really can make a difference if you write and call. Among others, thousands of letters from viewers put "Cagney and Lacey" back on the air more than once when the network wanted to cancel production. So don't lose heart. You can continue to make a difference in our next 10 years!

Linda Lavin, Tony Award-winning actress and star of TV's "Alice," has been a member of the Commission since 1981.

Thanks to Our Interns!

In the spring and summer of 1988 WOW was again fortunate to have the splendid assistance of five very capable student interns. Susan Martino, a senior at the University of Connecticut at Storrs, developed a bibliography of audio-visual resources on nontraditional work for women. Robin Stroud, an Ada Comstock scholar at Smith College, researched and wrote a Commission report on nursing aides. Jennifer Watson, a graduate student at George Washington University, designed the literacy fact sheet and helped to implement press and Congressional briefings on literacy.

We were also pleased to have two women high school students who interned at WOW last summer. Sarah Novelli and Regina White contributed their skills and enthusiasm to our ongoing work.

We are now recruiting for spring, summer, and fall interns for 1989. Interested applicants should send a cover letter, writing sample, and two references to Cathy Stentzel at WOW.

WOMEN AT WORK

Published by
the National Commission on
Working Women and
the Women's Work Force Network
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WORKPLACE

LITERACY

CONFERENCE

Wednesday, December 14, 1988

AGENDA

8:00	Registration	Foyer
8:30	Opening Comments - Don Eshelby, Director of Program Services Division of Voc-Ed Welcome - Alice Koskela, Special Assistant Governor's Office Overview - Trudy Anderson, Acting Administrator, Division of Vocational Education Labor Comments - Ben Brown, Dept. of Labor, Seattle, Washington	
9:00	Workplace Literacy in a Functional Context Dr. Tom Sticht, Applied Behavior and Cognitive Sciences	
10:15	Break	
10:30	Workplace Perspective: continued	
12:00	Luncheon . . . . Hosted Child Care Services for Training Programs Sharon Bixby, Child Care Connections	
1:30	Workplace Literacy - The Idaho Perspective Panel Discussion: Lloyd Hogden - Potlatch Corporation Kay Lamberson - Hewlett-Packard Julie Kilgrow - Department of Employment Bob Ford - Department of Commerce Gil Moncivais - E G & G Idaho, Inc.	
3:00	Break	
3:15	Questions and Answers	
4:00	Summary of Presentation and Implications for Idaho's Workforce - Dr. Tom Sticht ABC	

FRIDAY DECEMBER 16, 1988

8:00	Workplace Literacy Application	
	- Review and Recap	Dr. Sticht
8:30	Child Care	Ann Stephens Melanie Curtis-Campbell
9:00	Application Process	
	- Policy	Larry Lannigan
	- Form Wpl 43/55	Josie Chancey
	- Technical Review	Dick Winn
10:15	Break	
10:30	Networking	Don Eshelby
10:00	Monthly Reports	Linda Dutton

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PROCEDURES AND TRAINING MANUAL

DRAFT

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY

DECEMBER, 1988

Compiled by: Idaho State Division of Vocational Education

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COOPERATIVE AGREEMENT
BETWEEN
CONSORTIUM OF AREA VOCATIONAL EDUCATION SCHOOLS
IDAHO ASSOCIATION OF PRIVATE INDUSTRY COUNCILS
AND
IDAHO DEPARTMENT OF EMPLOYMENT

The Idaho Partnership for Workplace Literacy is comprised of the Consortium of Area Vocational Education Schools (CAVES), the Idaho Association of Private Industry Councils (IAPIC), and the Idaho Department of Employment (IDOE).

The purpose of this agreement is to identify the responsibilities of the Idaho Partnership for Workplace Literacy members in each of the program objectives:

Objective I - Increase the availability of basic literacy services and activities.

The Consortium of Area Vocational Education Schools will:

a. Purchase the franchise rights to broadcast the Kentucky GED preparatory courses through the statewide Public Broadcasting System for adults who are unable to attend regular programs.

b. Facilitate the completion of the GED process for individuals who complete the GED preparatory courses through the ABE learning centers and outreach programs.

c. Coordinate with private industry councils, local job service, and joint labor management committee staff/members for the provision of basic literacy services to dislocated workers at sites or locations that are off-campus.

The Idaho Association of Private Industry Councils will:

a. Inform their JTPA service providers of the availability of the GED preparatory courses provided through the statewide Public Broadcasting System.

b. Coordinate with CAVES member schools, local job services, and joint labor management committees for the provision of basic literacy skills to dislocated workers at sites or locations that are off-campus.

The Idaho Department of Employment will:

a. Publicize the availability of GED preparatory courses provided through the Public Broadcasting System through their resource centers and other appropriate vehicles.

b. Coordinate with the CAVES members schools, private industry councils, and joint labor management committees for the provision of basic literacy skills services and activities for dislocated workers at sites or locations that are off-campus.

c. Provide labor market information which may assist in identifying occupational skill shortage areas and concentrations of job seekers, including dislocated workers who may have need of literacy training.

Objective II - Establish a network for the identification and referral of adults who are in need of basic literacy services and activities.

The Consortium of Area Vocational Education Schools will:

a. Conduct statewide training workshops to teach social service agency staff, employment and training agency staff, community base organization staff, and JTPA service provider staff how to recognize adults who may be in need of services; how to approach the adult about the apparent need for services; and where to refer them for services.

b. Publicize the dates and locations of the training workshops.

c. Identify appropriate staff to attend the training workshops; i.e., vocational counselors, etc.

The Idaho Association of Private Industry Councils will:

a. Inform JTPA service providers of the dates and locations of the training workshops and encourage them to attend.

b. Identify appropriate staff to attend training workshops.

The Idaho Department of Employment will:

a. Publicize the dates and locations of the training workshops among the local job service offices.

b. Identify appropriate staff to attend training workshops.

Objective III - Establish a network for the identification and referral of employers in need of workplace literacy programs.

The Consortium of Area Vocational Education Schools will:

a. Inform business and industry representatives on vocational advisory committees of the workplace literacy efforts and encourage them to participate in the program.

b. Establish contact with employers through the workplace literacy coordinators and the postsecondary short-term vocational training coordinators.

c. Publicize the workplace literacy efforts through the Vocational Technical Education News and other appropriate vehicles.

The Idaho Association of Private Industry Councils will:

a. Inform the business and industry PIC members of the workplace literacy effort and encourage them to participate in the program.

b. Refer identified employers to the appropriate CAVES member school for services.

The Idaho Department of Employment will:

a. Identify potential employers through their employer network.

b. Inform Job Service Employer Committees of the services and encourage them to participate in and/or host forums on workplace literacy.

c. Publicize the workplace literacy efforts during regular employer visits, resource center materials, contact with employer committees, and other appropriate vehicles.

d. When an employer or group of employers are identified, the job service will facilitate contact with the appropriate CAVES member school to ensure appropriate coordination of literacy services within the overall employment and training strategy.

e. Job service staff will screen applicants and employers for workplace literacy needs when developing JTPA on-the-job training opportunities.

Objective IV - Develop programs to meet the needs of adult with limited English language proficiency.

The Consortium of Area Vocational Education Schools will:

a. Provide English as a Second Language (ESL) and other basic skills programs for adults with limited English language proficiency through ABE learning centers and outreach programs. These services will be provided with funds available through other federal and state sources.

b. Develop programs designed to address the needs of adults with limited English language proficiency in conjunction with employers, if the employer has identified a need in the workplace. These programs may be provided with funding through this grant.

Objective V - Develop workplace literacy programs in accordance with changes in workplace requirements, technology, products or services.

The Consortium of Area Vocational Education Schools will:

a. Conduct workplace literacy audits in conjunction with the local job service staff.

b. Develop curriculum based on the results of the workplace literacy audits. The curriculum may include a need for occupational skills upgrade classes.

c. Design the workplace literacy program in conjunction with the employer. The postsecondary short-term vocational training coordinator will coordinate the delivery of occupational skills upgrade classes as appropriate. The program delivery will be facilitated through the ABE learning centers and outreach programs.

d. Conduct program evaluation, including pre- and post-test to determine participant achievement.

e. Assign a representative to assist with on-site evaluation visits of the programs.

The Idaho Association of Private Industry Councils will:

a. Assign a representative to assist with on-site evaluation visits of the programs.

To ensure the effective utilization of resources and prevent duplication of effort and services, the Job Service and Private Industry Councils will coordinate workplace literacy efforts with services provided under the Job Training Partnership Act (JTPA).

The Consortium of Area Vocational Education Schools will be responsible for the administration of the project as outlined in the Management Plan, and Quality of Key Personnel.

Dr. Trudy Anderson, Assistant Administrator State Division of Vocational Education	Date
Dr. Jerry Beck, IAPIC President	Date
Jane Daly, Administrator, Employment Services and Training Division, Department of Employment	Date
Dick Winn, CAVES Secretary	Date

RESPONSIBILITIES

The member schools of the Consortium of Area Vocational Education Schools will:

a. Purchase the franchise right to broadcast the Kentucky GED preparatory courses through the statewide Public Broadcasting System for adults who are unable to attend regular programs.

b. Facilitate the completion of the GED process for individuals who complete the GED preparatory courses through the ABE learning centers and outreach programs.

c. Coordinate with private industry councils, local job service, and joint labor management committee staff/members for the provision of basic literacy services to dislocated workers at sites or locations that are off-campus.

d. Conduct statewide training workshops to teach social service agency staff, employment and training agency staff, community base organization staff, and JTPA service provider staff how to recognize adults who may be in need of services; how to approach the adult about the apparent need for services; and where to refer them for services.

e. Publicize the dates and locations of the training workshops.

f. Identify appropriate staff to attend the training workshops; ie., vocational counselors, etc.

g. Inform business and industry representatives on vocational advisory committees of the workplace literacy efforts and encourage them to participate in the program.

h. Establish contact with employers through the workplace literacy coordinators and the postsecondary short-term vocational training coordinators.

i. Publicize the workplace literacy efforts through the Vocational Technical Education News and other appropriate vehicles.

j. Provide English as a Second Language (ESL) and other basic skills programs for adults with limited English language proficiency through ABE learning centers and outreach programs. These services will be provided with funds available through other federal and state resources.

k. Develop programs designed to address the needs of adults with limited English language proficiency in conjunction with employers, if the employer has identified a need in the workplace. These programs may be provided with funding through this grant.

l. Conduct workplace literacy audits in conjunction with the local job service staff.

m. Develop curriculum based on the results of the workplace literacy audits. The curriculum may include a need for occupational skills upgrade classes.

n. Design the workplace literacy program in conjunction with the employer. The postsecondary short-term vocational training coordinator will coordinate the delivery of occupational skills upgrade classes as appropriate. The program delivery will be facilitated through the ABE learning centers and outreach programs.

o. Conduct program evaluation, including pre- and post-tests to determine participant achievement.

p. Assign a representative to assist with on-site evaluation visits of the program.

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY

STEERING COMMITTEE MEMBERSHIP

Membership

The membership of the Idaho Partnership for Workplace Literacy (IPWL) Steering Committee shall be composed of one member from each of the following: Consortium of Area Vocational Education Schools; Idaho Association of Private Industry Councils; Department of Employment; Adult Basic Education; State Division of Vocational Education; and the Governor's Office.

Appointing Authority

The membership of the IPWL Steering Committee shall be appointed by the agency or organization they represent.

Alternates

A member may designate a voting alternate to represent him/her at an IPWL Steering Committee meeting upon notification of the Chair.

OFFICERS AND THEIR DUTIES

The Chair of this body shall be the member appointed by the State Administrator for Vocational Education and shall serve for the duration of the project. The duties of the Chair shall be:

1. To call and preside at all meetings of IPWL.
2. To make committee assignments.
3. To appoint committee chair and members.
4. To record, publish and distribute the minutes of IPWL.
5. To supply IPWL members with information as needed to conduct IPWL business.
6. To provide professional, technical and clerical staff.
7. To coordinate the dissemination of proposals and related materials.

MEETINGS

Regular Meetings

Regular meetings of IPWL Steering Committee will be held at least once per month during the project's start up time and at least six times during the project's operational time. Meetings will be held at times and places determined by the members.

Special Meetings

Conference calls may be initiated by the Chair as deemed necessary.

Agenda Items

The Chair shall prepare an agenda. Any member may place an item on the agenda by notifying the Chair. Unless two working days prior notice has been given of the pending consideration of an agenda item, any members of IPWL Steering Committee may cause that item to be held over to the next regular meeting.

Open Meetings

All regular meetings of IPWL shall be open to the public, except those authorized under Idaho Law which may be held in executive session.

QUORUM

Members of IPWL Steering Committee may be represented at IPWL Steering Committee meetings by designated voting alternates upon notification to the Chair by the member.

A quorum of IPWL Steering Committee shall consist of a majority of the members.

A question shall be carried by a majority vote of quorum voting.

Each IPWL Steering Committee member is entitled to one vote.

RULES

The conduct of the meeting shall be in accordance with Robert's Rules of Order, insofar as they do not conflict with these organizational guidelines.

AMENDMENTS

These organizational guidelines may be amended or repealed at any regular meeting of IPWL Steering Committee by a majority vote, provided that copies of such amendments shall have been submitted in writing to each member at least seven days before they are proposed.

MISSION STATEMENT

The purpose of the Idaho Partnership for Workplace Literacy is to coordinate the effective delivery of basic literacy and occupational skills training necessary for the increasing literacy demands of the workplace.

The Idaho Partnership for Workplace Literacy has identified the following project objectives:

a. Increase the availability of basic literacy services and activities.

   (a) Provide GED preparatory courses through the statewide Public Broadcasting System for adults who are unable to attend regular programs.

   (b) Provide basic literacy skills, high school diploma and equivalency instruction for dislocated workers at sites or locations that are not on campus.

2. Establish an identification and referral network.

   (a) Establish an identification and referral network of social service agencies, employment and training agencies, community based organizations, and JTPA service providers. The statewide network will identify adults who are in need of basic literacy services and refer them to the appropriate ABE learning center or outreach program for services.

   (b) Establish a business and industry identification and referral network to educate business and industry employers and employees on the importance of basic skills in the workplace; identify those businesses who are in need of workplace literacy services; and refer them to the appropriate postsecondary vocational-technical school.

3. Provide programs to meet the needs of adults with limited English language proficiency in conjunction with business and industry.

4. Provide workplace literacy programs designed to update and upgrade basic literacy and occupational skills of employed adults in accordance with changes in workplace requirements,

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY

STATE DIVISION OF VOCATIONAL EDUCATION

Contact	Responsibility	Phone
Trudy Anderson	Project Director	334-3213
Dick Winn	Operations	334-2659
Larry Lannigan Josie Chancey	Technical Assistance	334-3214
Don Eshelby	Staff Training	334-3871
Linda Dutton	Program Assistance	334-2659

IDAHO DEPARTMENT OF EDUCATION

Shirley Spencer ABE Director	Technical Consultant	334-2186

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY
SCHOOL OF VOCATIONAL-TECHNICAL EDUCATION NETWORK

Boise State University
School of Vocational-Technical Education
1910 University Drive
Boise, ID 83725

Acting Dean:	Dr. Tom Denison 385-1508
Short-Term Training Skills Coordinators:	Charles Tillman Gary Arambarri Bonnie Sumter Barbara Egland
CAVES Representative:	Dr. Tom Denison
ABE Director:	Elaine Simmons 385-3681
Workplace Literacy Coordinators:	Marilyn Slone Cheryl Engle 385-3681
Center for New Direction:	Marie Meyer 385-3681

College of Southern Idaho
School of Vocational-Technical Education
315 Falls Avenue
Twin Falls, ID 83303

Dean:	Dr. Orval Bradley 733-9554
Short-Term Training Skills Coordinators:	Dave White Karine Siplong Rick Parker
CAVES Chairman:	Dr. Orval Bradley
ABE Director:	Marilyn Mecham
Workplace Literacy Coordinator:	Marilyn Stevens
Center for New Directions:	Rita Larom 736-0070

Eastern Idaho Vocational-Technical School
1600 Hitt Road
Idaho Falls, ID 83404
524-3000

Director:	John Christofferson
Short-Term Training Skills Coordinator:	Roger Orme
CAVES Representative:	Bill Robertson

ABE Director:	Ken Erickson
Workplace Literacy Coordinator:	Marti Felicione
Center for New Directions:	Yvonne Booty

Idaho State University
School of Vocational-Technical Education
Pocatello, ID 83209
236-3227

Dean:	Dr. Richard Johnson
Short-Term Training Skills Coordinator:	Margaret Phelph
CAVES Representative:	Gordon Jones
ABE Director:	Richard Sparks 236-2468
Workplace Literacy Coordinator:	Dean Hoch
Center for New Directions:	Laura Clemons 236-2454

Lewis-Clark State College
School of Vocational-technical Education
8th Avenue and 6th Street
Lewiston, ID 83501
799-2225

Dean:	Dr. Mel Streeter
Short-Term Training Skills Coordinators:	Nancy Howser Harvey Franklin Bill Tennant
CAVES Representative:	Dr. Mel Streeter
ABE Director:	Darryl Lewis
Workplace Literacy Coordinator:	Brent Studer
Center for New Directions:	Vicki Daehling 799-2331

North Idaho College
School of Vocational-Technical Education
1000 West Garden
Coeur d'Alene, ID 83814
769-3444

Dean:	Clarence Haught
Short-Term Training Skills Coordinator:	Bernie Knapp
CAVES Representative:	Bernie Knapp
ABE Director:	Helen Branson 769-3450
Workplace Literacy Coordinator:	Allison Gilmore
Center for New Directions:	Carol Joseph 769-3445

JOB SERVICE DIRECTORY

LOCAL OFFICE	MANAGER	PHONE	ADDRESS
Blackfoot	M. Wade Virgin	785-2200	155 N. Maple
Blaine County	Susan Deemer	788-3526	513 N. Main Suite 1, Hailey
Boise-East	Ethna Scaraglino	334-6200	105 S. Third
Boise-West	Jim Lowery	334-4211	8455 Emerald
Bonners Ferry	Karin Smith	267-5581	1069 S. Main
Burley-Rupert	Roger Poulton	678-5518	127 W. 5th St. N. Burley
Canyon County	Art Thorsted	459-4617	5909 Graye Lane Caldwell
Coeur d'Alene	Betty Kerr	765-2258	202 Anton Avenue
Emmett	Sharon Vawter	365-5316	2030 S. Washington S.E.
Grangeville	John Purdy	983-0440	102 N. College
Idaho Falls	Cal Larson	525-7000	150 Shoup Ave, Suite 13
Kellogg	Gary Beck	783-1202	120 W. Cameron
Lewiston	Tim Rubio	746-0471	1158 Idaho St.
McCall	Jim Thackeray	634-7102	Village Square
Moscow	Ron Flathers	882-7571	221 E. 2nd St.
Mountain Home	Marilyn Campbell	587-7911	575 N. 3rd E.
Orofino	David Washburn	476-5506	153 Johnson Ave.
Payette	Joe Bowman	642-3375	175 N. 16th St.
Pocatello	Larry Palmer	233-3821	430 N. 5th Ave.
Rexburg	Steven J. Platts	356-4451	49 Professional Plaza
St. Maries	Morris Bentley	245-2518	622 College Ave.
Salmon	George Galvan	756-2234	1301 Main Street Unit 1
Sandpoint	Lee Sieckmann	263-7544	1123 Lake St.
Twin Falls	Jim Ingalls	733-4880	260 4th Ave. N.

PRIVATE INDUSTRY COUNCILS

Mr. Scott McDonald, Planner
Southeast Idaho Private Industry Council
1070 Hiline Road, Suite 390
Pocatello, ID 83201

Ms. Candy McElfresh, Coordinator
South Central Idaho Private Industry Council
P.O. Box 1844
Twin Falls, ID 83303

Mr. George Dignan, Administrator
Southwest Idaho Private Industry Council
7270 Potomac
Boise, ID 83704

Mr. Jim Flowers, Administrator
North Idaho Private Industry Council
11100 Airport Drive
Hayden Lake, ID 83835

Ms. Tina Alexanderson, Planner
Clearwater Private Industry Council
1626 6th Avenue North
Lewiston, ID 83501

Mr. Terry Butikofer, Planner
East Central Idaho Private Industry Council
P.O. Box 330
Rexburg, ID 83440

WORKPLACE LITERACY COORDINATORS

All instructional staff hired through this project will meet the Idaho Certification Standards for Professional School Personnel (academic and vocational) as applicable. Instructional staff will devote 100% of their time to the project.

The conditions of the grant stipulate that the workplace literacy coordinators will be under the direct supervision of the ABE program directors, who report to the dean/director of the postsecondary vocational-technical school. The workplace literacy coordinator will be responsible for coordinating with the private industry councils and local job service staff for the identification of business/industry in need of program services; working in conjunction with the postsecondary short-term training coordinator and job service staff to conduct workplace literacy audits and determining employee proficiency levels; developing workplace literacy curriculum; and establishing/coordinating the delivery of program services, activities and evaluations. The workplace literacy coordinator may serve as instructor to deliver workplace literacy curriculum.

The workplace literacy coordinators will be trained to conduct workplace literacy audits and to coordinate the adaptation of curriculum based on the results of those audits. The workplace literacy curriculum will be developed to improve the employee's proficiency to an acceptable level and will:

- be organized by job tasks, not discrete basic skills;
- include problems and simulated situations that call for the use of basic skills as they will be used on the job;
- provide opportunities to link basic skills and thinking together;
- build on the employee's knowledge of the job content;
- incorporate the use of actual job materials as instructional texts;
- when applicable, give employees the opportunity to work together and learn from each other;
- be linked to the goals of the company and the participating employees.

When necessary, the basic skills training will be coordinated with postsecondary short-term training upgrade classes (occupational skills training) and/or classes designed to improve the employee's speaking, listening, and reasoning skills as identified in the workplace literacy audit.

DEFINITIONS

WORKPLACE LITERACY: The labor market of the future will require workers with flexible skills and a high degree of information processing capability. Such "real world" capability. to be referred to as "workplace literacy", emphasizes the tasks of "locating the correct information in complex displays of print, holding information in 'work memory' while finding additional information, transferring these fragments of information into new knowledge, and then writing or otherwise communicating the results of these complex cognitive activities."*

WORKPLACE LITERACY: The basic skills needed to perform work successfully are commonly referred to as job-related or workplace literacy skills and generally include: mathematics, reading, writing, speaking, listening and the ability to apply these skills in problem-solving. Workplace literacy differs from general literacy in both context and purpose as it addresses specific needs of workers on-the-job. For this reason, workplace literacy cannot be defined in static terms as it is constantly changing to meet rapid changes in the workplace.

For the purpose of this grant, workplace literacy may also include technical and occupational specific skills when they are coupled with basic skills in planning programs.

WORKPLACE LITERACY AUDITS: According to the Bottom Line, a literacy audit is an investigation that leads to definitions of jobs in terms of their basic skill requirements and then to an assessment of the workforce's proficiency in those skills. The tools of an audit are observation, collection and analysis of materials, interviews, and customized tests.

For the purpose of this grant, it may also include investigation and assessment of technical and occupational specific skills when indicated by employers.

*Literacy: Profiles of America's Young Adults, National Assessment of Educational Programs.

WORKPLACE LITERACY JOB ANALYSIS AND EMPLOYEE ASSESSMENT

The purpose of a workplace literacy audit is to determine the skills gap (basic and/or technical). It is an attempt to answer the following questions:

What is the present level of the worker's skills?

What is the necessary level for satisfactory job performance or for coping with changing job demands?

What curriculum and instruction can be used to bring the skills to the identified desired level?

When a potential employer has been identified, the workplace literacy coordinator, postsecondary short-term training coordinator and job service staff will conduct a workplace literacy audit to include:

- employee interview and observation to determine the basic and/or technical skills used on the job;
- management interviews to determine their perception of the skills necessary for the jobs;
- collection of materials that are written and read on the job to determine the level of skill proficiency required;
- develop of cloze tests based on the employees' job reading requirements;
- collection of a sample of any math used on the job;
- assessment of math deficiency if applicable;
- identification of any technological changes that have taken place or will take place that will affect skills levels needed by workers.

EVALUATION PLAN

The internal evaluation plan includes activities designed to measure both the quality of instruction and overall program efficiency. The evaluation of instruction will be conducted with a student survey designed to gather information on the quality of instruction such as relevance of program content, instructor effectiveness, quality of facilities, etc. Student learning will be measured through the assessment process and pre- and post- testing. Additional evaluative information will be solicited from supervisors and employers for programs conducted in the workplace for a specific employer.

Monthly reports will be obtained to reflect and evaluate:

1. The activities of the workplace literacy coordinators.
   a. Number of business/industry contacts
   b. Development of programs/curriculum
   c. Progress of programs in developmental stage
2. The efficiency of the identification and referral networks.
   a. The number of business/industry contacts
   b. The number of individuals identified as needing services
   c. The number of adults referred for services
3. The progress of programs in operation.
   a. The number of adults enrolled in the program
   b. The number of contact hours for the month
   c. The number of adults completing program objectives

The monthly progress reports will also state any problems or accomplishments during the month and additional participant and program information as required.

On-site program reviews will be conducted by members of the Idaho Partnership for Workplace Literacy.

The external evaluation will be conducted by the Northwest Regional Educational Laboratory (NWREL). Formal details of the formative evaluation will be available after the Washington conference which is tentatively scheduled for January, 1989.

December 8, 1988

Jane Thompson, Grants Specialist
U.S. Department of Education
Grants and Contracts Services
7th and D Streets, S.W.
Washington, DC 20202-4838

Dear Jane:

This letter is in response to our telephone conversation on September 8, 1988, regarding the workplace literacy proposal PR/Award #V198A80068 submitted by the Idaho Partnership for Workplace Literacy. Enclosed are the original and two copies of the following:

- Revised Form #424
- Signed Partners' Agreement
- Revised Budget Narrative
- Match Budget Narrative
- Clarification of Contractual Services

The budget we discussed on the telephone has been amended to reflect the following changes:

Salaries and Wages - have been reduced by $328 from $76,028 to $75,700 for:

- 3.5 FTE Workplace Literacy Coordinators - 7,280 hours @ $10/hour = $72,800
- Irregular help - $2,900

Staff Training Travel - has been increased by $1,831 from $9,928 to $11,759 for:

- Two trips to Boise for the Workplace Literacy Coordinators. One trip will be in early October for orientation, and the second trip will be on November 10 to attend the Ohio State University audio-conference.
- The staff training scheduled for November 10-11 has been changed to December 14-16, 1988. The State Division of Vocational Education is covering the cost to bring Tom Sticht to Boise for a one-day conference and two-day training session. This resulted in an additional day of per diem for 30 people and 24 motel rooms for an additional night.

Supplies - have been reduced by $6,039 from $9,000 to $2,961 and will be used for:

- 258 VCR tapes to off-air record the KET GED tapes for check-out use.
- Reference books to be maintained by the State Division of Vocational Education for use by the Workplace Literacy Coordinators.

- Miscellaneous supplies for the Workplace Literacy Coordinators at $183 per school for six (6) schools.
- Printing costs associated with a Workplace Literacy brochure to be used in conjunction with the Business/ Industry Identification and Referral Network.

Contractual Services - have been increased by $4,148 from $160,450 to $164,608 for:

- The franchise agreement with Kentucky Educational Television has been increased by $358 from $10,450 to $10,808 to cover the cost of the computer component. The computer component will be duplicated for check-out use at each of the six regional ABE centers.
- Subproposals to operate Workplace Literacy Programs will remain at $120,800.
- Child care for employed adults who participate in programs during nonworking hours will remain at $29,200.
- An outside evaluator for the project has been budgeted at $3,800 but may require up to $5,000. The Northwest Regional Educational Laboratory, in Portland, Oregon, has been contacted and has agreed to conduct a formative evaluation of the project. We will negotiate a final cost with the NWREL once final details regarding the evaluation is received at the Washington conference. The NWREL has an exemplary track record. We are confident that the expertise of the lab's consultants will be a positive factor in the overall success of the project.

Other - has been increased to $4,500 to cover:

- Postage @ $300/school X 6 schools
- Telephone @ $250/school X 6 schools
- Photocopying costs @ $100/school X 6 schools
- Ohio State Audio Conference

Project Start-Up Costs - have increased by $2,431 from $33,760 to $36,191 to cover the additional cost of staff training. The revised match figure is $109,632.

If you have any questions or require additional information, please contact me at (208) 334-3213. Thank you for your cooperation in this matter.

Sincerely,

Trudy Anderson, Ph.D.
Workplace Literacy Project Director

TA/JC/jb
Enclosures

cc: Steering Committee Members
Dr. William Ullery

PARTNERS' AGREEMENT

Date

As authorized representatives of our organizations, we agree to the following terms with respect to our application number V198A80068 as a condition of receiving a grant from the Workplace Literacy Program. We:

- are willing to be partners in this project;
- will perform the activities outlined for each of us in the application;
- will be bound by the statements contained in the application.

Name: Dr. Trudy Anderson

Assistant State Administrator, State Division of Vocational Education
Title, Organization

Name: Dick Winn

Secretary, Consortium of Area Vocational Education Schools
Title, Organization

Name: Dr. Jerry Beck

President, Association of Private Industry Councils

Title, Organization

Name: Jane Daly

Administrator, Employment Services & Training Div., Dept. of Employment

Title, Organization

BUDGET NARRATIVE

		Project Start-Up*	Project Operation**	Total Cost
1.	**Salary and Wages**			
	3.5 FTE Workplace Literacy Coordinators - 7,280 hours @ $10/hour	$ 16,800	$ 56,000	$ 72,800
	Irregular Help	N/A	2,900	2,900
		$ 16,800	$ 58,900	$ 75,700
2.	**Fringe Benefits**			
	3.5 FTE Workplace Literacy Coordinators @ 24% X $72,800	$ 4,032	$ 13,440	$ 17,472
	Irregular Help	N/A	N/A	N/A
		$ 4,032	$ 13,440	$ 17,472
3.	**Travel**			
	Required trip to Washington DC for Project Director	$ 1,500	$ N/A	$ 1,500
	Steering Committee	1,500	3,000	4,500
	Workplace Literacy Coordinators	N/A	9,000	9,000
	Staff Training:			
	2 Trips to Boise for WPL Coord.	1,860	N/A	1,860
	Training in Boise 6,701	N/A	6,701	
	Identification/Referral Network	3,198	N/A	3,198
		$ 14,759	$ 12,000	$ 26,759
4.	**Equipment**			
		N/A	N/A	N/A
5.	**Supplies**			
	258 VCR tapes to off-air record Kentucky Tapes for Check-out Use	$ N/A	$ 1,290	$ 1,290
	Reference Books	N/A	245	245
	Brochures	N/A	328	328
	Misc. Office Supplies for WPL Coordinator - $183/school X 6	N/A	1,098	1,098
		$ N/A	$ 2,961	$ 2,961

	Project Start-Up*	Project Operation**	Total Cost
6. Contractual Services			
Franchise Agreement to air GED preparatory tapes over the Public Broadcasting System	$ N/A	$ 10,808	$ 10,808
Subproposals to Operate Workplace Literacy Programs	N/A	120,800	120,800
Child Care for employed adults who participate in programs during nonworking hours	N/A	29,200	29,200
Outside Evaluator required by Grant	N/A	3,800	3,800
	$ N/A	$164,608	$164,608
7. Other			
Postage @ $300/school X 6	$ N/A	$ 1,800	$ 1,800
Telephone @ $250/school X 6	N/A	1,500	1,500
Photocopying Costs @ $100/ school X 6	N/A	600	600
Ohio State Audio Conf.	600		600
	$ 600	$ 3,900	$ 4,500
TOTAL PROJECT COSTS	$ 36,191	$255,809	$292,000

* Project Start-Up period is 10/1/88 through 12/31/88

** Project Operation period is 1/1/89 through 12/31/89

STAFF TRAINING
DECEMBER 14-16, 1988

Travel costs include funds for 1 ABE coordinator, 1 workplace literacy coordinator, 1 vocational short-term training coordinator, and 2 department of employment job service office staff to attend training.

Coeur d'Alene		
Air Fare - 5 X $200	$1,000	
3 days per diem @ $15 X 5	225	
2 night motel @ $40 X 5	400	$1,625
Lewiston		
Air Fare - 5 X $200	$1,000	
3 days per diem @ $15 X 5	225	
2 night motel @ $40 X 5	400	1,625
Twin Falls		
584 miles X .205*	$ 120	
3 days per diem @ $15 X 5	225	
2 night motel @ $40 X 5	400	745
Pocatello		
982 miles X .205**	$ 202	
4 days per diem @ $15 X 5	300	
3 nights motel @ $40 X 5	600	1,102
Idaho Falls		
1,066 miles @ .205***	$ 219	
4 days per diem @ $15 X 5	300	
3 nights motel @ $40 X 5	600	1,119
Boise Area		
1,146 miles @ .205****	$ 237	
per diem	167	
Motel @ $40 X 2	80	484
TOTAL		$6,700

* Includes (1) mileage from Burley
** Includes (1) mileage from Blackfoot
*** Includes (1) mileage from Rexburg
**** Includes mileage from Caldwell, Emmett, Payette, Mtn. Home, and McCall

TRAVEL COSTS

36 air fares @ $200	$ 7,200
62 nights motel @ $40	2,480
36,729 miles @ 20.5c/mile	7,529
Per diem @ $15/day	4,852
Required trip to Washington, DC	1,500
Identification/Referral Network Training	3,198
	$26,759

MATCH BUDGET NARRATIVE

The source of state/local matching funds in the amount of $109,632 will be provided from one or more of the following sources:

1. Employer contributions will equal 20% of the line item total for subproposals to operate workplace literacy programs. The line item total is $120,800 and an additional $30,200 will be provided by nonfederal employer contributions.

2. The education institution's overhead costs affiliated with operating the workplace literacy programs.

3. The nonfederal in-kind contributions of the Idaho Educational Public Broadcasting System to broadcast the Kentucky Educational Television GED tape series.

4. State appropriated vocational education funds provided for occupational skills upgrade classes. Funds will be provided to fund the occupational upgrade classes identified in the workplace literacy audits and included in the workplace literacy curriculum.

CONTRACTUAL SERVICES

Franchise Agreement to air GED preparatory tapes over the Public Broadcasting System

The cost to purchase statewide broadcast rights to the Kentucky Educational Television (KET) General Educational Development (GED) services for the period of 1/1/89 through 12/31/89 are as follows:

Statewide Broadcast Rights	$ 7,360
Shipping Costs	132
Computer Component	366
Reproduction Costs (Idaho PBS)	2,950
	$10,808

The Idaho Public Broadcasting System will air each of the 43 tapes on Saturday or Sunday afternoon, with a possible repeat during the week. Included in the broadcast rights are unlimited off-air record rights. Funds have been included to cover the cost of 43 VCR tapes per school to off-air record the GED series. Other public schools and libraries will be notified of the off-air recording rights and how to coordinate the GED completion process with the ABE centers.

The cost to broadcast the GED series will be used to meet the matching requirement.

Subproposals to Operate Workplace Literacy Programs

It is anticipated that approximately forty (40) programs will be operated at average cost of $3,000 per program serving twenty-five (25) adults. Overall, the employer contribution will be twenty-percent (20%) of the line item total of $120,800.

Child Care for employed adults who participate in programs during nonworking hours

Child care will be provided by licensed child care providers to employed adults who participate in programs during nonworking hours. A contract will be entered into with Child Care Connections (a private nonprofit organization) to coordinate the identification of child care providers; maintain records of adults who receive child care assistance, and voucher of payments to child care providers.

Child care provided by relatives will not be reimbursed through this grant.

An application form will be used for each adult who requires child care assistance and must be signed by the participant, employer, and school representative. Time sheets submitted to Child Care Connections for reimbursement must also be signed by the participant, the child care provider, and a school official to document the hours of instruction.

The cost breakdown for the child care is as follows:

Child Care Connections - 8% Administrative Fee	$ 2,336
13,432 hours of child care @ $2/hour	26,864
	$29,200

EVALUATION

The evaluation of the project has been budgeted at $3,800 but may require up to $5,000. The Northwest Regional Educational Laboratory, in Portland, Oregon, has been contacted and has contacted and has agreed to function as the outside evaluator and will conduct a formative evaluation of the project. We will negotiate a final cost with the NWREL once final details regarding the evaluation is received at the Washington conference. The NWREL has an exemplary track record. We are confident that the expertise of the lab's consultants will be a positive factor in the overall success of the project.

WORKPLACE LITERACY PROJECT SUBMISSION/APPROVAL PROCESS

1. ANY OF THE FOLLOWING MAY INITIATE CONTACT WITH THE BUSINESS/SITES:

    a. WORKPLACE LITERACY COORDINATOR (WPLC)
    b. ADULT BASIC EDUCATION COORDINATOR (ABEC)
    c. POSTSECONDARY SHORT TERM TRAINING COORDINATOR (PSSTC)
    d. JOB SERVICE COORDINATOR (JSC)

2. WORKPLACE LITERACY COORDINATOR IS CONTACTED

3. WORKPLACE LITERACY COORDINATOR CONTACTS BUSINESS TO MEET WITH REPRESENTATIVES TO DETERMINE TIMELINES AND NEEDS

4. WPLC COORDINATES WITH JSC AND PSSTC TO CONDUCT THE AUDIT

5. WPLC COORDINATES CURRICULUM ACTIVITY WITH APPROPRIATE STAFF

6. WPLC DEVELOPS COURSE OF STUDY FOR TRAINING

7. WPLC COMPLETES WPS #43 INCLUDING APPROPRIATE ATTACHMENTS AND SIGNATURES

8. SUBMISSION OF PROPOSAL TO DIVISION OF VOCATIONAL EDUCATION

9. REVIEW PROCESS INITIATED

    TECHNICAL REVIEW .... FINANCIAL
    .... ATTACHMENTS
    .... SIGNATURES
    .... ADULT BASIC EDUCATION
    .... PROGRAM SUPERVISORS
    .... DIVISION WPL STAFF

10A. PROJECT APPROVAL - PHASE ONE - PROJECT DIRECTOR STATE STAFF

10B. PROJECT DENIAL - STATE STAFF

- LACK OF APPROPRIATE ELEMENTS
- INAPPROPRIATENESS OF TOPIC
- MISSING SIGNATURES
- MISSING OR INADEQUATE MATCHING FUNDS

11. PROJECT APPROVAL - PHASE TWO - SUBMISSION TO STEERING COMMITTEE

12. STEERING COMMITTEE REVIEW AND APPROVAL

13. RECOMMENDED PROJECTS SUBMITTED TO STATE ADMINISTRATOR FOR FUNDING AND SIGNATURE

14. PROJECT ACTIVITY INITIATED AT LOCAL LEVEL

15. QUARTERLY OR TIMELY REPORTS SUBMITTED TO DIVISION OF VOCATIONAL EDUCATION COORDINATOR

INSTRUCTIONS FOR COMPLETING
CAVES Form No. WPL-43

This form is to be used for all programs funded with workplace literacy funds including basic literacy services (including services to dislocated workers) and workplace literacy programs, and must include:

Basic Literacy Services

- Statement of Need
- Course Outline
- Budget Narrative
- Description of how the program will be coordinated with other programs (if applicable)
- WPL-55

Workplace Literacy Programs

- Statement of Need (including letter/s of support from the business)
- Results of the workplace literacy audit
- Outline of the workplace literacy curriculum
- Budget narrative (including contributions from business)
- Description of how the program will be coordinated with other programs (if applicable)
- WPL-55

Instructions for completing the form:

1. Name of member school responsible for the program.

2. Name of business the training is being conducted with (if applicable).

3. Program title.

4. Proposed starting and ending dates.

5. Day(s) of the week and time(s) of the day class will be held.

6. Total hours of instruction.

7. Name of instructor. Teacher certification (Vo. Ed. No. 7) must be completed and submitted with this form if the teacher is not certified. (Teachers need only be certifiable, not certified.)

8. Initial number of students to start the program. Estimated total number of students to be served during the program.

9. Show the total workplace literacy funds requested and the total amount of matching (other) funds to be provided in each category. Administrative funds are not allowable with workplace literacy funds, but may be used to meet the matching requirement.

   Equipment may be leased but not purchased with workplace literacy funds.

A budget narrative detailing workplace literacy funds and the source of matching funds must be attached.

MATCHING FUNDS for workplace literacy programs may include cash or in-kind non-federal contributions. Matching funds shall reflect only those costs or portion of costs directly applicable to those students enrolled in the workplace literacy project.

Cash Contributions are any non-federal cash used for the operation of a workplace literacy program.

In-Kind Contributions are non-cash non-federal contributions provided by the member school or third parties. Resources for in-kind contributions are:

Space. Space may be provided to the workplace literacy programs at no cost or at a reduced rate. In the former case, the entire cost of the space (at fair rental rate) may be claimed as in-kind; in the latter case, the difference between the normal cost and the reduced rate may be claimed.

Utilities and Maintenance. Public utilities, janitorial services and other costs that are not normally absorbed by the provider of the space in the fair rental rate may be claimed as in-kind.

Equipment and Supplies. In-kind contributions may be claimed for the value of equipment or supplies donated (or loaned) for workplace literacy activities, including equipment, machinery, training supplies, etc.

The cost of equipment purchased for a specific workplace literacy program with matching funds may be used with the following conditions:

- The total cost may be used for a one-time match; or
- The amount of depreciation may be used over a period of years if the total cost of the equipment was not used at the time of purchase; and
- If students other than those enrolled in the workplace literacy program utilize the equipment, the prorated portion shall not be used for match.

Volunteer Services. Unpaid services provided to a recipient by individuals shall be valued at rates consistent with those ordinarily paid for similar work in the recipients organization. If the recipient does not have employees performing similar work, the rates shall be consistent with those ordinarily paid by other employers for similar work in the same labor market. In either case, a reasonable amount for fringe benefits may be included in the valuation.

Employees of Other Organizations. When an employer other than a recipient or cost-type contractor furnishes free of charge the services of an employee in the employee's normal line of work, the services shall be valued at the employee's regular rate of pay exclusive of the employer's fringe benefits and overhead costs. If the services are in a different line of work, the paragraph pertaining to volunteer services shall apply.

Release Time for Employees Attending Workplace Literacy Programs. When an employer allows an employee to attend workplace literacy programs during regular work hours and continues to pay the employee's salary, the matching funds shall be calculated at the employee's regular rate of pay exclusive of the employer's fringe benefits and overhead costs. Match may only be calculated for those hours that the employee is attending class.

WPL-55

COOPERATIVE AGREEMENT FOR WORKPLACE LITERACY

The following agreement is designed to describe the contractual arrangements between the Vocational-Technical School and the Business/Industrial sector in relation to the training program developed to provide Workplace Literacy skills to the employees of the Business/Industrial entity. This agreement will describe the conditions under which both parties will agree to operate during the time line established for the training.

Name of Business/Industry ____________________

Contact Person ____________________

Authorized Signature ____________________

Name of Vocational-Technical School ____________________

Workplace Literacy Coordinator ____________________

Authorized Signature ____________________

Time line for the project Begin ____________________

End ____________________

(Name of School)____________________
agrees to provide the following services:

1. Individual employee assessment as needed.
2. Training sessions designed to provide job related literacy skills as identified in the assessment.
3. Develop a schedule for services to be provided.
4. Provide progress reports on WPL project.
5. Provide technical assistance to employer with regard to transitional needs of the employees after training.
6. Other

(Name of Employer)____________________
agrees to:

1. Identify a contact person to serve as the liaison for the project.
2. Provide in-kind matching funds for services provided under the Workplace Literacy training consisting of:

____

____

____

3. Provide adequate conditions for employees to participate in the project to include:
    a. release time needed for assessment;
    b. confidentiality of all records associated with the training and assessment;
    c. ensure all records remain the property of the school.

4. Cooperate to provide the necessary facilities for training and/or individual assessment.

5. As required by the grant, provide six month follow-up data on employees trained under the project to include:
    a. retention history of employees;
    b. promotional history of employees;
    c. skill improvement levels of employees;
    d. salary history of employees.

6. Provide all information as needed by the Workplace Coordinator for preparing reports.

7. Ensure that no discrimination on the basis of sex, race, age or other barrier will occur.

8. Assist the Workplace Coordinator and other project staff in developing the training objectives for employees.

9. Provide all necessary company documents, communication items, training manuals, and job related material as identified by project staff to be used as training material.

10. Other

CONSORTIUM OF AREA VOCATIONAL EDUCATION SCHOOLS
IDAHO PARTNERSHIP FOR WORKPLACE LITERACY
and
IDAHO STATE DIVISION OF VOCATIONAL EDUCATION
650 West State Street, Boise, Idaho 83720

Application for Approval of Workplace Literacy Training

1. Member School ____________________ City ____________, Idaho
2. Business ____________________ City ____________, Idaho
3. Program Title ________________________________
4. Proposed starting date ____________ Ending no later than ____________
5. Class meets on M, T, W, Th, F, S, from ____________ to ____________
   Clock Time Clock Time
6. Hours of Instruction ____________
7. Name of Instructor ____________________ (Submit Vo-Ed Form No. 7)
8. Initial Enrollment ____________ Estimated Total Enrollment ____________
9. Program Costs

	MATCHING/ WPL FUNDS	OTHER FUNDS
a. Administrative Costs	N/A	
b. Instructional Salary		
c. Fringe Benefits		
d. Instructional Supplies		
e. Instructional Travel		
f. Facility Lease/Rent		
g. Equipment Lease		
h. Other		
i. GRAND TOTAL		

I understand that the Idaho Partnership for Workplace Literacy and the State Division Vocational Education have no obligation to fund this proposal until an approved copy has be returned. I certify that funds requested in this proposal will be used to supplement and n supplant funds otherwise available for the services proposed. I further certify that I authorized to enter the organization specified above to the terms of this agreement and a other documents affixed or referred to in this agreement.

Signed ______________________________ Date ______________
CAVES Representative

Signed ______________________________ Date ______________
Authorized School Official

Signed ______________________________ Date ______________
Cooperating Agency/Organization

Signed ______________________________ Date ______________
Project Director

State Division of Vocational Education to complete the following:

One copy approved by the Idaho Partnership for Workplace Literacy and the State Division Vocational Education will constitute an agreement for financial or other assistance as not below.

Remarks ____

____

____

Signed ______________________________ Date ______________

Project # __________

Section 74.21 Length of Retention Period

(a) except as provided in paragraphs (b) and (c) of this section, records shall be retained for 3-years from the starting date specified in section 74.22

(b) if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration date of the 3-year period, the records shall be retained until the completion of all issues which arise from it, or until the end of the regular 3-year period, whichever is later.

(c) in order to avoid duplicate recordkeeping, awarding parties may make special arrangements with recipients to retain any records which are continuously needed for joint use. The awarding party will request transfer of records to its custody when it determines that the records possess long-term retention value. When the records are transferred to or maintained by the awarding party, the 3-year retention requirement is not applicable to the recipient.

Section 75.734 Record Retention Period

Unless a longer period is required under 34 CFR Part 74, a grantee shall retain records for five years after the completion of the activity for which it uses grant funds.

Section 74.22 Starting Date of Retention Period

(a) General. (1) Where ED grant support is continued or renewed at annual or other intervals, the retention period for the records of each funding period starts on the day the grantee submits to ED its single or last expenditure report for that period. However, if ED grant support is continued or renewed quarterly, the retention period starts on the day the grantee submits to ED its expenditure report for the last quarter of the Federal fiscal year. In all other cases, the retention period starts on the day the report would have ben due. "Expenditure Report" is defined in section 74.3.

(2) Exceptions to this paragraph are continued in paragraphs (b) through (d) of this section.

(b) Equipment records. The retention period for the equipment records required by section 74.140(a) starts from the date of the equipment's disposition (Section 74.139) or replacement (Section 74.138) or transfer at the discretion of the awarding party.

(c) Records for income transactions after grant or subgrant support.

(1) In some cases an ED requirement concerning the disposition of program incomes, as defined in Subpart F of this part, will be satisfied by applying the income to costs incurred after expiration or termination of grant or subgrant support for the activity giving rise to income. In such a case, the retention period for the records pertaining to the costs starts from the end of the recipient's fiscal year for which the costs are incurred.

(2) In some cases, there may be an ED requirement concerning the disposition of copyright royalties or other program income which is earned after expiration or termination of grant of subgrant support. Where there is such a requirement, the retention period for the records pertaining to the earning of the income starts from the end of the recipients fiscal year in which the income is earned.

(d) Indirect cost rate proposals, cost allocation plans. etc.-

(1) Applicability. This paragraph applies to the following types of documents,and their supporting records: (i) indirect rate cost rate computations or proposals; (ii) cost allocation plans under appendix C to this part; and (iii) any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates.)

(2) If submitted for negotiation. If the proposal, plan, or other computation is required to be submitted to the Federal Government (or to the grantee) to form the basis for negotiation of the rate, then the 3-year retention period for its supporting records starts from the date of submission.

(3) If not submitted for negotiation. If the proposal, plan, or other computation is not required to be submitted to the Federal Government (or to the grantee) for negotiation purposes, then the 3-year retention period for the proposal, plan, or other computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

Section 74.23 Substitution of Microfilm.

Copies made by microfilming, photocopying, or similar methods may be substituted for the original records.

Section 74.41 Meaning of Program Income.

(a) Except as explained in paragraphs (b) and (c) of this section, program income means gross income earned by a recipient from activities part or all of the cost of which is either borne as a direct cost by a grant or counted as a direct cost towards meeting a cost sharing or matching requirement of a grant. It includes, but is not limited to such income in the form of fees for services performed during the grant or subgrant period, proceeds from sale of tangible personal or real property, usage or rental fees, and patent or copyright royalties. If income meets this definition, it shall be considered program income regardless of the method used to calculate the amount paid to the recipient- whether, for example, by a cost-reimbursement method of payment or fixed price arrangement. Nor will the fact that the income is earned by the recipient from a Federal procurement contract or from a procurement contract under a Federal grant awarded to another party affect the income's classification as a program income.

(b) For research grants that are subject to an institutional cost-sharing agreement, income shall be considered program income only if it is earned from an activity part or all of the cost of which is borne as a direct cost by the Federal grant funds. An institutional cost sharing agreement is one entered into between ED and a grantee covering all of ED's research projects grants to the grantee in the aggregate.

(c) The following shall not be considered program income:

(1) Revenues raised by a government recipient under its governing powers, such as taxes, special assessments, levies, and fines. (However, the receipt and expenditure of such revenues shall be recorded as part of grant or subgrant project transactions when such revenues are specifically earmarked for the project in accordance with the terms of the grant or subgrant.)

(2) Tuition and related fees received by an institution of higher education for a regularly offered course taught by an employee performing under a grant or subgrant.

Subpart G - Cost Sharing or Matching

Section 74.51 Definitions

For purposes of this subpart:

"Cost sharing or matching" means the value of third-party in-kind contributions and that portion of the costs of a grant-supported project or program not borne by the Federal government.

"Equipment" has the same meaning given to that term in Section 74.132, except that instead of 'acquisition cost,' the words market value at the time of donation" shall be substituted.

"Supplies" means all tangible personal property other than "equipment" as defined in this section.

"Third-party in-kind contributions" means property or services which benefit a grant-supported project or program and which are contributed by non-federal third parties without charge to the grantee, the subgrantee, or a cost-type contractor under the grant or subgrant.

Section 74.52 Basic Rule: Costs and Contributions Acceptable.

With the qualifications and exceptions listed in Section 74.53, a cost-sharing or matching requirement may be satisfied by either or both of the following:

(a) Allowable costs incurred by the grantee, the subgrantee, or a cost-type contractor under the grant or subgrant. This includes allowable costs borne by non-Federal grants or by other cash donations form non-Federal third parties.

(b) The value of third-party in-kind contributions applicable to the period to which the cost-sharing or matching requirement applies.

Section 74.53 Qualifications and Exceptions.

(a) Costs Borne by Other Federal Grants.

  (1) Except a provided by Federal statute, a cost-sharing or matching requirement may not be met by costs borne by another federal grant. This prohibition does not apply to costs borne by general program income earned from a contract awarded under another Federal grant.

  (2) For purposes of this part, general program revenue sharing funds under 31 U.S.C. 1221 are not considered a Federal grant. Therefore, in the absence of any provision of Federal statute to the contrary, allowable costs borne by these funds may count towards satisfying a cost-sharing or matching requirement.

(b) Costs or contributions counted towards other federal cost-sharing requirements. Neither costs nor the values of third-party in-kind contributions may count towards satisfying a cost-sharing or matching requirement of an ED grant if they have been or will be counted towards satisfying a cost-sharing or matching requirement of another Federal grant, a Federal procurement contract, or any other award of Federal funds.

(c) Costs financed by general program income. Costs financed by general program income, as defined in Section 74.42 shall not count towards satisfying a cost-sharing or matching requirement of the ED grant supporting the activity giving rise to the income unless the terms of the grant expressly permit the income to be used for cost sharing or matching. (This is the alternative use of general program income described in Section 74.42(d).)

(d) Records, costs and third-party in-kind contributions counting towards satisfying a cost-sharing or matching requirement must be verifiable from the records of recipients or cost-type contractors. These records must show how the value placed on third-party in-kind contributions was arrived at. To the extent feasible, volunteer services shall be supported by the same methods that the organization uses to support the allocability of its regular personnel costs.

(e) Special standards for third-party in-kind contributions.

(1) Third-party in-kind contributions shall count towards satisfying a cost-sharing or matching requirement only where, if the party receiving the contributions were to pay for them, the payments would be allowable costs.

(2) A third-party in-kind contribution shall not count as direct cost-sharing or matching where, if the party receiving the contribution were to pay for it, the payment would be an indirect cost. Cost-sharing or matching credit for such contributions shall be given only if the recipient or contractor has established along with its regular cost rate, a special rate for allocating to individual projects or programs the value of the contributions.

(3) The values placed on third-party in-kind contributions for cost-sharing or matching purposes shall conform to the rules in the succeeding sections of this subpart. If a third-party in-kind contribution is of a type not treated in those sections, the value placed upon it shall be fair and reasonable.

Section 74.54 Valuation of Donated Services.

(a) Volunteer services. Unpaid services provided to a recipient by individuals shall be valued at rates consistent with those ordinarily paid for similar work in the recipients organization. If the recipient does not have employees performing similar work, the rates shall be consistent with those ordinarily paid by other employers for similar work in the same labor market. In either case, a reasonable amount for fringe benefits may be included in the valuation.

(b) Employees of other organizations. When an employer other than a recipient or cost-type contractor furnishes free of charge the services of an employee in the employee's normal line of work, the services shall be valued at the employee's regular rate of pay exclusive of the employer's fringe benefits and overhead costs. If the services are in a different line of work, paragraph(a) of this section shall apply.

Section 74.55 Valuation of donated supplies and loaned equipment and space.

(a) If a third party donates supplies, the contribution shall be valued at the market value of the supplies at the time for donation.

(b) If a third party donates the use of equipment or space in a building but retains title, the contribution shall be valued at the fair rental rate of the equipment or space.

Definitions:

"Equipment" means tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit except that organizations subject to the Cost Accounting Standards Board (CASB) regulations may use the CASB standard of $500 or more per unit and useful life of two years. An organization may use its own definition of equipment: Provided, That such definition would at least include all tangible personal property as defined herein.

"Personal property" means property of any kind except real property. It may be tangible-having physical existence, or intangible, such as patents, inventions, and copyrights.

"Real property" means land, including land improvements, structures and appurtenances thereto, but excluding movable machinery and equipment.

"Replacement equipment" means property acquired to take the place of other equipment. To qualify as replacement equipment, it must serve the same function as the equipment replaced and must be of the same nature or character, although not necessarily the same model, grade, or quality.

COST ALLOWABILITY

1. Factors affecting allowability of costs. To be allowable under a grant program, costs must meet the following general criteria:

   a. Be necessary and reasonable for proper and efficient administration of the grant program, be allocable thereto under these principles and, except as specifically provided herein, not be general expense required to carry out the overall responsibilities of state or local governments.

   b. Be authorized or not prohibited under state or local laws or regulations.

   c. Conform to any limitations or exclusions set forth in these principles, Federal laws, or other governing limitations as to types or amounts of cost items.

   d. Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the unit of government of which the grantee is a part.

   e. Be accorded consistent treatment through application of generally accepted accounting principles to the circumstances.

Section 75.562 Indirect cost rates for educational training projects.

(a) The Secretary may approve an indirect cost rate for an educational training project at the lesser of-

  (1) The actual indirect cost rate of the grantee; or

  (2) Eight percent of the total direct costs of the project.

(b) This section does not apply to-

  (1) A State (as defined in 34 CFR 74.3); or

  (2) A local government (as defined in 34 CFR 74.3).

Section 75.580 Coordination with other activities.

(a) A grantee shall, to the extent feasible, coordinate its project with other activities that are in the same geographic area served by the project and that serve similar purposes and target groups.

(b) A grantee whose project includes activities to improve the basic skills of children, youth, or adults, shall, to the extent possible, coordinate its project with other basic skills activities that are in the same geographic area served by the project.

(c) For the purposes of this section, "basic skills" means reading, mathematics, and effective communication, both written and oral.

(d) The grantee shall continue its coordination during the project period.

Section 75.581 Methods of Coordination.

Depending on the objectives and requirements of its project, a grantee shall use one or more of the following methods of coordination:

(a) Planning the project with organizations and individuals who have similar objectives or concerns.

(b) Sharing information, facilities, staff, services, or other resources.

(c) Engaging in joint activities such as instruction, needs assessment, evaluation, monitoring, and technical assistance and staff training.

(d) Using the grant funds so as not to duplicate or counteract the effects of funds made available under other programs.

(e) Using the grant funds to increase the impact of funds made available under other programs.

Section 75.590 Evaluation by the grantee.

A grantee shall evaluate at least annually-

(a) The grantee's progress in achieving the objectives in its approved application;

(b) The effectiveness of the project in meeting the purposes of the program; and

(c) The effect of the project on persons served by the project, including:

(1) Any persons who are members of groups that have been traditionally underrepresented, such as--

(i) Members of racial or ethnic minority groups;
(ii) Women;
(iii) Handicapped persons; and
(iv) The elderly; and

(2) If the program statute requires that private school students be provided an opportunity to participate, the students who are enrolled in private schools.

Section 74.61(h) Audit

(1) General.

(i) This paragraph applies to each recipient that is not subject to the audit requirements in Appendix G to this part.

(ii) Public hospitals and public colleges and universities are subject to this paragraph if excluded under paragraph 4 of Appendix G of this part.

(iii) A financial and compliance audit shall be made in accordance with generally accepted auditing standards, including the standards of the U.S. General Accounting Office's publication "Standards for Audit of Governmental Organizations, Programs, Activities, and Functions." The auditors engaged by a recipient shall meet the criteria for qualifications and independence in that publication.

(2) Purpose and Scope. The purpose of these audits shall be to determine the effectiveness of the financial management systems and internal procedures established by the recipient to meet the terms of its grant and subgrants. The recipients auditors need not examine every grant or subgrant awarded to the recipient. Rather, audits generally should be made on an organization-wide basis to test the fiscal integrity of financial transactions and compliance with the terms of awards. These tests would include an appropriate sampling of Federal grants and subgrants.

(3) Frequency. These audits shall be conducted on a continuing basis or at scheduled intervals, usually once a year, but at least every two years. The frequency shall depend on the nature, size and complexity of the recipients grant- or subgrant-supported activities.

(4) Relation to Federal audit. These audits may affect the frequency and scope of the Federal audit. However, nothing in this section is intended to limit the right of the Federal Government to conduct an audit of grant- or subgrant-supported activity.

(5) Audit resolution. The recipient shall follow a systematic method to assure timely and appropriate resolution of audit findings and recommendations.

(6) Copies of audit reports. A copy of each audit report and a description of its resolution, shall be furnished to ED.

CARL D. PERKINS VOCATIONAL EDUCATION ACT

Part C - Adult Training, Retraining, and Employment Development

Findings and Purpose

Sec. 321.(a) The Congress finds that--

(1) technological change, international competition, and the demographics of the Nation's workforce have resulted in increases in the numbers of adult workers who are unemployed, who have been dislocated, or who require training, retraining, and upgrading of skills,

(2) many women entering and reentering the paid labor market are disproportionately employed in low-wage occupations and require additional training,

(3) many adults cannot gain access to or benefit fully from vocational education due to limited English language proficiency, and

(4) these needs can be met by vocational education programs that are responsive to the needs of individuals and the demands of the labor market.

(b) It is the purpose of this part (1) to provide financial assistance to the States to enable them to expand and improve vocational education programs designed to meet urgent needs for training, retraining, and employment development of adults who have completed or left high school and are preparing to enter or have entered the labor market, in order to equip adults with the competencies and skills required for productive employment, and (2)to ensure that such programs are relevant to the labor market needs and accessible to all segments of the population, including women, minorities, the handicapped, individuals with limited English language proficiency, workers fifty-five and older, and the economically disadvantaged.

Authorization of Grants and Uses of Funds

Sec. 322

(a) From the portion of the allotment of each State under Section 101 available for this part, the Secretary shall make grants to the States for programs, services, and activities authorized by this part.

(b) (1) Grants to States under this part may be used, in accordance with State plans, for--

(a) vocational education programs, services, activities, and employment development authorized by title II which are designed to meet the needs of--

(i) individuals who have graduated from or left high school and who need additional vocational education for entry into the labor force;

(ii) unemployed adults who require training to obtain employment or increase their employability;

(iii) employed individuals who require retraining to retain their jobs, or who need training to upgrade their skills to qualify for higher paid of more dependable employment;

(iv) displaced homemakers and single heads of households who are entering or reentering the labor force;

(v) employers who require assistance in training individuals for new employment opportunities or in retraining employees in new skills required by changes in technology, products or processes; and

(vi) workers fifty-five and older;

(B) short-term programs job retraining designed to upgrade or update skills in accordance with changed work requirements;

(C) education and training programs designed cooperatively with employers, such as--

  (i) institutional and worksite programs, including apprenticeship training programs (or combinations of such programs) especially tailored to the needs of an industry or group of industries for skilled workers, technicians, managers, or to assist their existing work force to adjust to changes in technology or work requirements; and

  (ii) quick-start, customized training for workers in new and expanding industries, or for workers for placement in jobs that are difficult to fill because of a shortage of workers with the requisite skills.

(D) building more effective linkages between vocational education programs and private sector employers (through a variety of programs including programs where secondary school students are employed on a part-time basis as registered apprentices with transition to full-time apprentices upon graduation), and between eligible recipients of assistance under this Act and economic development agencies and other public and private agencies providing job training and employment services, in order to more effectively reach out to and serve individuals described in subparagraph (A;

(E) cooperative education programs with public and private sector employers and economic development agencies, including seminars in institutional or worksite setting, designed to improve management and increase productivity;

(F) entrepreneurship training programs which assist individuals in the establishment, management, and operation of small business enterprises;;

(G) recruitment, job search assistance, counseling, remedial services, and information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services, with particular attention to reaching women, older workers, individuals with limited English language proficiency, the handicapped, and the disadvantaged;

(H) curriculum development, acquisition of instructional equipment and materials, personnel training, pilot projects, and related and additional services and activities required to effectively carry out the purposes of this part;

(I) the costs of serving adults in other vocational education programs, including paying the costs of instruction of the costs of keeping school facilities open longer; and

(J) related instruction for apprentices in apprenticeship training programs.

WPL-27A

INDIVIDUALIZED DEVELOPMENT PLAN

Name Soc Sec # Phone Contact

Home Address State Zip Code

Employer:

Address:

Job Title:

Skills/ Interests:

Learning Objectives:

Career Objectives:

Development Plan:

Employee Signature Date

Program Representative Signature Date

Distribution: Employee
Instructor
WPL File

WPL-27B

INDIVIDUALIZED DEVELOPMENT PLAN

Employee: ______________________________ Soc. Sec. #: ____________
Last First MI

Employee's Home Address: ______________________ Date of Birth: __________ Phone: ____________

Supervisor: ______________________________ Phone: ____________

Racial Ethnic Designation Code

M F

1. White not of hispanic origin............ ☐ ☐
2. Black not hispanic origin............ ☐ ☐
3. American Indian or native Alaskan........ ☐ ☐
4. Asian or Pacific Islander............ ☐ ☐
5. Hispanic.................................. ☐ ☐
6. Non-resident alien.................... ☐ ☐

Highest level of education completed: ______________________ Date ____________

ame of location of school: ______________________________

PROGRAM COMPLETION INFORMATION

Date of Enrollment: ______________ Date of Withdrawal ______________

Withdrawal Reason: ______________________________

Date of Completion: ______________ Total Class Hours: ______________

WORK HISTORY

Duration of Employment	Job Title	Employer

Name: ______________________________ WPL-27B

Soc. Sec. # ______________________________

INDIVIDUAL DEVELOPMENT PLAN
ASSESSMENT SHEET

SKILLS CHECK	PRE-TEST	POST-TEST	GAIN
Vocabulary			
Reading Comp.			
Spelling			
Language			
Number Operations			
Problem Solving			

MATH

____Addition/Subtraction
____Solving story problems
____Multiplication of whole numbers
____Division of whole numbers
____Fractions
____Decimal fractions
____Changing percents, fractions, decimals
____Ratio/proportions
____Geometry
____Algebra
____Other

ENGLISH

____Spelling
____Subject/Verb Agreement
____Capitalization
____Punctuation
____Pronoun Usage
____Logic/Organization
____Verb Tenses
____Legibility
____Job-related Vocabulary
____Other

SUBJECT	DATE
	/
	/
	/
	/
	/
	/
	/

Distribution: WPL file
Instructor file

CHILD CARE ASSISTANCE PROGRAM
WORKPLACE LITERACY PROJECT

NAME: ______________________________

SOCIAL SECURITY NUMBER: ______________________________

MAILING ADDRESS: ______________________________

____

PHONE NUMBER: ______________________________

NAME OF CHILD CARE GIVER: ______________________________

SOCIAL SECURITY NUMBER: ______________________________

ADDRESS: ______________________________

____

PHONE NUMBER: ______________________________

COST OF CHILD CARE PER HOUR: ______________________________

NUMBER OF CHILDREN NEEDING CARE: ______________________________

AGES OF CHILDREN: ______________________________

____

I verify that there is no other adult in the home that can provide child care during this training time.

______________________________ ______________________________
Name Date

Rate for Child Care Assistance is $1.50 per child per hour

The Reimbursement for this project will be $________ per hour based on _________ children needing child care assistance.

This child care assistance is limited to $_________. Funds have been allocated by the Work Place Literacy Project for this fiscal year. In the event that funds are no longer available, this contract is null and void.

______________________________ ______________
Work Place Literacy Coordinator Date

Workplace Literacy
Project Classes

IDAHO STATE BOARD FOR
VOCATIONAL EDUCATION
650 West State Street
Boise, ID 83720

WPLP Form 9
(Rev 12/88)

BI-WEEKLY ATTENDANCE REPORT

School ______________________ City ______________________

Company ______________________

Project Number |_|_|_|_|_|_|

Date ______________, 19____
(Month)

- -

	Day of Mo.																						
Students Name	Day of Week	BCH																					CCH
1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							
11.																							
12.																							
13.																							
14.																							
15.																							
16.																							
Total instructional hours to be reimbursed																							

This is a document of financial record.

Form Distribution:
1 copy remains with school
1 copy to WPL Coordinator
1 copy to Child Care Connections
P.O. Box 6756
1303 Fort Street
Boise, ID 83707

______________________ (Instructor Signature) ________ (Date)

-Please follow directions on reverse side-

______________________ (Work Place Literacy Coordinator) ________ (Date)

INSTRUCTIONS

1. Fill in the name of School, Company and City.
2. Fill in the five-digit Project Number and period this report covers.
3. List students alphabetically, last name first. It is helpful to include the student's social security number also.
4. Use the following code in marking attendance:

    E - Student enters
    2,4, etc. - Number of hours present
    - - Show absence with a dash
    W - Withdrawal
    R - Reinstatement

5. "BCH" means "beginning cumulative hours", the total hours which the student has attended previous to this reporting period.
6. "CCH" means "closing cumulative hours", the total hours attended, including the period covered by this report.
7. Total hours for which the instructor is to be paid must be clearly indicated in the CCH column. This is a document of financial record.
8. Mail this report after the last session of the reporting period to the WPL Coordinator, and Child Care Connections, P.O. Box 6756, 1303 Fort Street, Boise, ID 83707.

(For press release)

WORKPLACE LITERACY

VOCATIONAL EDUCATION

The U.S. Department of Education has awarded a $292,000 grant to the Idaho Partnership for Workplace Literacy. Idaho Partnership for Workplace Literacy members include the Consortium of Postsecondary Vocational-Technical Schools, Idaho Association of Private Industry Councils and the Idaho Department of Employment.

Rapid technological changes in many businesses and industries have left many employees with obsolete skills and knowledge. The grant will provide workplace literacy programs designed to update and upgrade basic literacy and occupational skills of employed adults in accordance with changes in workplace requirements, technology, products or services, and to increase productivity in the workplace.

Workplace Literacy Coordinators will be housed at the Adult Basic Education centers in each of the postsecondary vocational-technical schools. The coordinators will work with Department of Employment Job Service staff to determine the skills and knowledge needed for various jobs. Curriculum will be developed and organized by job tasks, include problems and situations that call for the use of basic and occupational skills as will be used on the job, and be linked to the goals of the business and participating employees.

The grant will also provide GED preparatory courses through the Idaho Public Broadcasting Systems for adults who are unable to attend regular GED programs. Completion of the GED process will be coordinated through the Adult Basic Education Centers.

Child care services for employed adults who attend workplace literacy programs during nonworking hours may be provided through this grant. The child care provision of this grant is unique to the state.

The program services will begin January 1, 1989.

FORMAT FOR WORKPLACE LITERACY JOB ANALYSIS AND EMPLOYEE ASSESSMENT

SCHEDULING:

Work site visits should be scheduled two to three weeks in advance. The logical contact person is the personnel director or training supervisor. Explain specifically what your visit will entail. Provide details of what will be required of the company.

COMPONENTS OF SITE VISIT:

- *Interview with managerial staff*

  In order to gain a broad perspective of the company's goals and needs, start at the top of the organizational structure and work down. Identify management's perception of company's needs. Document management's perception of future changes in the business.

- *Site tour*

  Your site tour should involve an awareness of any safety or security features which might affect your presence at the work site. Also, you can use the tour to observe work settings, employees, and any evidence of literacy requirements; ie, signs, bulletins, notices, etc.

- *Interview with direct supervisors*

  Ask the supervisors for job descriptions and obtain their perceptions of literacy needs. Document the results of this interview for later comparison with employees'descriptions of job duties and skills required. You may also want to ask supervisors to participate in employee selection process.

- *Select employees to interview and observe*

  This selection process will depend on the identified needs of the employer.

- *Interview selected employees*

  See next section for details.

- *Observe selected employees*

  See next section for details.

- *Gather and photocopy literacy material*

EMPLOYEE INTERVIEW, OBSERVATION, AND JOB ANALYSIS

ESTABLISH RAPPORT

Introduce yourself and explain the purpose of the analysis and assessment. Be aware of employee's anxiety and try to allay any fears. The following are examples of approaches you might use:

I'm interested in any reading, writing, or math you do in your job. When I say 'reading', I'm not just talking about books. I'm interested in the forms you read or fill out when you do your job. Blueprints, graphs, charts, or work manuals are also examples of the kinds of things I'll be asking you about during the interview. What I learn from you today will be used to make training materials for others who need to learn to do a job similar to yours. What kinds of things do you read or write as you do your job? (If you begin the interview with the question, "What kinds of materials do you read in your job?" you are likely to hear, "I don't read much on my job.")

Hello, my name is ________________ and I am with ________ adult learning center. I am working on a Workplace Literacy project to determine how much reading, writing, and math is done on different jobs. There are no right or wrong answers to any of the questions. I'm just trying to get a picture of the kinds of reading, writing, and math you do.

OBSERVING WORKERS

OPTIONS

Option 1 allows you to observe the worker perform the task and then move to a quiet area to ask him or her questions. If the job site is hazardous or noisy, and the job task has a small number of reading materials involved and is relatively simple, then Option 1 may be the best method. Have the worker bring all the forms, manuals, measurement tools, and any other materials he or she uses to perform the task. After asking the worker questions in a quiet area, return to the workplace and watch as the worker performs the task a second time. Use the second observation to clarify your understanding of the task.

Option 2 follows the same steps as Option 1, but the analyst spends less time observing and more time interviewing the worker about the task. For a complex task that involves several printed materials and is also performed in a noisy or hazardous work area, Option 2 is a better choice than Option 1. For tasks which integrate several printed materials, the extra time spent talking with a worker is often needed.

Option 3 is the optimum situation for conducting the Literacy Task Analysis. When the work area is quiet and safe, you can ask questions during the job performance and you will achieve better results. The worker can explain each step of the procedure as he or she is performing it. You will have the opportunity to immediately ask questions about any steps that are unclear. There is less chance of misunderstanding when you can simultaneously observe the worker perform and question him or her about the task.*

Ideally, you can question, interview, and gather materials as you observe.

Observe the employees to determine the basic skills they must use in order to perform their jobs effectively.

- Watch the employees throughout a workday to be sure all tasks are observed.

- Record each time the worker reads, writes, or does an arithmetic calculation.

- Note the setting in which these basic skills activities take place.

- Note the materials used by the employee to perform the tasks involving basic skills activities.

- Determine the purpose of those tasks.**

Questions to include:

If I were a new employee, how you would you break me in? (Get a step by step explanation - this is a good example of thinking skills.) (See page 15, bottom line.)

How comfortable or uncomfortable are you with what you read on the job?

Do you tend to avoid reading job materials when you can get the information a different way?

Do you tend to avoid writing something if you can just tell someone the same thing?

How comfortable or uncomfortable are you with what you have to write on the job?

As a reader, do you consider yourself to be: (1) below average; (2) average; (3) above average.

How important is reading to your job?

What are the main types of reading that you do? (specify in notes)

During a usual day, how much time do you spend reading for your job?

Job Reading and Writing Check List (record yes or no answers).

	Yes	No
In your work, do you read		
1. Notes, letters or memos?	___	___
2. Forms (such as work orders, vouchers, claims, etc.)?	___	___
3. Charts/graphs?	___	___
4. Policy manuals, regulations, and instructions?	___	___
Do you use information from books such as		
1. Telephone directories	___	___
2. Catalogs?	___	___
3. Dictionaries?	___	___
4. Technical references?	___	___
5. Company manuals?	___	___
In your work, do you write		
1. Notes, letters, memos?	___	___
2. Forms . . . ?	___	___
3. Reports for superiors or others in your field?	___	___
In your reading at work, do you have to		
1. Use directions?	___	___
2. Find our facts?	___	___
3. Find out opinions, purposes or hidden meanings?	___	___
4. Use two or more books at a time to find out information?	___	___
5. Compare references from two or more books and set a value judgement on the one to use?	___	___
In your writing at work, do you have to		
1. Report on what was accomplished?	___	___
2. Generate plans for further work?	___	___
3. State your opinions about some aspects of the job?	___	___
4. Complete already prepared forms?	___	___

I would like to get examples of times during the last month or so when you used printed materials in connection with carrying out some part of your job. Could you give me the exact name of this material(s)?

NAME OF MATERIAL (s) ______________________________

(Code)

A. Total book
B. Part of book (text)
C. Part of book (charts, tables, diagrams, map)
D. Single to triple sheet text
E. Single to triple sheet graphics

How did you use that material in getting the information you needed?

Why did you choose to read that particular material?

Did you learn something from this material? How did you learn the material? (Use the information from the above question to code the following:)

READING TO LEARN

A. Reread/rehearse
B. Problem solve/question
C. Relate/associate
D. Focus attention

READING TO DO (no learning)

E. Fact-finding in text
F. Fact-finding in charts, graphs, tables, maps
G. Following directions using text
H. Following directions using charts, etc.

READING TO DO WITH LEARNING

I. Special learning strategy (explain)

READING TO ASSESS

J. Usefulness for a particular task
K. Whether to read more carefully later
L. Whether to pass material on to someone else
M. Other (specify)

If you had to do the same work/task tomorrow, would you have to read this material again?

How important to the completion of the job was reading this material?

How often do you do this kind of reading?

Now I'd like to get some examples of writing you have to do. Could you give me some instances when you had to write something on your job in the last month or so?

What exactly did the writing task involve?

TYPE OF TASK

A. Fill out form
B. Write letter, memo
C. Write report or articles for others
D. Note work accomplished
E. Other (specify)

What would be the consequences if you made a mistake writing this material?

How often do you do this type of writing?

Ask whatever other questions necessary to clarify your analysis of the job.

GATHER MATERIALS

Be sure that you have discussed this beforehand with management. You will need permission to copy work related materials.

Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well. **

- Include memoranda, telephone messages, manuals, bills of sale, and forms such as inventory lists, balance sheets, and requisition slips.

- Examine the materials to determine reading levels, necessary vocabulary, and style.

- Analyze the content of these materials to determine their function and importance to the employees' jobs.

JOB RELATED LITERACY MATERIALS CHECK LIST*

Task Oriented Reading

reference manuals
measurements tools
blueprints
work orders, forms
computer printouts
diagrams & flowcharts
job aids
graphs, scales, charts, tables
procedural guides
first aid instructions
metric conversion charts
product labels

General Job Reading

safety manual
insurance manual
accident forms
bulletin board memos
payroll check stub
posters
textbooks
company policy manual
insurance forms
company newsletters
union brochures
calculate wages
training manuals

Perform readability test of job materials and assessment of math skills required.

FORCAST Formula*

1. Count number of one syllable words in 150 word sample ______
2. #1 divided by 10 ______
3. #2 subtracted from 20 ______

It is recommended that you sample from the beginning, middle, and end of the book or manual. You should then average the three to determine the readability of the total document.

Sample passage #1 ______

Sample passage #2 ______

Sample passage #3 ______

Reading level (average) ______

FOG Characteristics and Formula*

- Uses the average sentence length plus the number of three or more syllable words in a 100-word passage
- Tends to run a little higher than other formulas
- How to calculate:
    1. Select at least three passages from the material.
    2. Count 100 words for each passage. (Count contractions and hyphenated words as one word. Count numbers and letters as one word.)
    3. Count the number of sentences.
    4. Calculate the average sentence length by dividing 100 by the number of sentences.

5. Count the number of words that have three or more syllables. (Do not count capitalized words, combinations of short easy words [bookkeeper], or verb forms made into three syllables by adding -ing or -ed).

6. Add the two factors of average sentence length and number of three syllable words.

7. Multiply the total obtained in (6) by 0.4. This is the approximate grade level.

EMPLOYEE ASSESSMENT

Prepare cloze test using material gathered on the job. Design math test using job related problems. Determine skills gap.

Combine the information gathered from observing the employees, collecting the materials they use, and the interviews. Then, write up a description of each of the audited jobs in terms of the reading, writing, and computation skills needed to perform them.**

CLOZE PROCEDURE

Using materials that you have gathered on the job, delete every fifth word. Leave the first sentence intact and complete the sentence that contains the last deletion. Replace every deletion with the same length blank (number the blanks if you plan to administer the test to more than one person). Select the appropriate number of deletions for your purpose, realizing the fewer the deletions the more one has to question the validity of the results.

Direct the test takers to fill in one word for each blank (spelling does not count).

- *Administration*

  A list of deleted words is not provided.
  No aid can be given during the test.
  Test takers should not be told to read through the passage first.

- *Scoring:*

  Mark each exact replacement with a "+" disregarding the spelling.
  Count the number of exact replacements and determine the percentage based on the total number of deletions.

60 - 100%	Independent Level
56 - 59%	Independent/Instructional
40 - 55%	Instructional
35 - 39%	Instructional/Frustration
0 - 34%	Frustration

Research has demonstrated the Cloze percentages between 40-60 are equivalent to the percentages of 75-90 on a multiple choice test of the same selection.

Be cautious, the percentage on one test is not as valid as the comparison among several selections.

DOCUMENTATION

The importance of asking clear questions, clarifying answers, and writing everything down as soon as possible cannot be over stressed.*

Take thorough notes during the entire process. You will need three copies of all job-related material you gather. One should be retained in a file for curriculum building, one will be used for a cloze test, the remaining one will be used as a key for the cloze test.

DOCUMENTING THE RESULTS OF LITERACY TASK ANALYSIS*

To avoid forgetting important information, begin organizing and documenting the results of your job analysis as soon as possible after you have completed the interviews and observation. Use your notes to begin to isolate each task that you discussed with the worker. To help organize the information, form two columns on a sheet of paper. In the left column, write a brief description of the steps of the task. Next, in the right column, list the related literacy elements contained in the steps you have written in the left column.

---

* From How to Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. (1988)

** From The Bottom Line: Basic Skills in the Workplace. (1988)

*** From Job Literacy Survey by Diehland Mikulecky.

TEACHER COMPETENCIES: STAFFING NEEDS IN WORKPLACE LITERACY PROGRAMS

Elaine Shelton

COMPETENCY 1: To identify, build on, and emphasize the connection between what is to be learned and the kinds of tasks the employee performs on the job

- Adults learn much more quickly and easily if they can see the immediate application of what they are learning.
- The incorporation of real job tasks and materials into worksite literacy instruction is critical to the efficacy of the program.
- Data suggest that 100 hours of engaged time are needed on average to make one year's gain in reading grade level. A focus on the actual literacy requirements of a job can cut the 100-hour average by as much as two-thirds.
- "Skills taught in traditional or generic basic skills classes appear to have little direct transfer to the performance of job-specific basic skills tasks."
- There is no substitute for realia like company newsletters, in-house memos, benefit statements, company manuals and charts, etc.
- This does not preclude the effective use of teacher-made and commercial materials, although the latter may need to be adapted to job-related situations.

COMPETENCY 2: To demonstrate an understanding of the company for which the student employees work and a good knowledge of the specific job(s) these employees have

- The kinds of reading, writing, and analytical tasks workers are expected to perform are often different from those taught in schools or in general adult literacy programs.
- Instructors must understand for what specific purposes the employee needs to be able to read, write, and compute in order to be an effective worker.

COMPETENCY 3: To be a generalist rather than a specialist

- Employers often expand the definition of basic skills to include listening, interpersonal relations, and decision-making.
- A generalist may have an easier time integrating the teaching of reading, writing, speaking, listening, computation, decision-making, and interpersonal relations with each other.

COMPETENCY 4: To possess good listening skills

- Much can be learned about a student's skill levels and needs by "simply" listening to them. The discrepancies between what skills are present and usable and at what level and what is lacking can become the basis for meaningful, practical instruction.

COMPETENCY 5: To possess the ability to interpret diagnostic information gained through both informal assessment and formal evaluation

- This may necessitate the instructor performing a "literacy audit."
- "It is best to measure the success of your program by the employee's ability to apply what he or she has learned to the requirements of the job actually performed.
- Some assessment should deal with covert indices of success like increased self-esteem, confidence, punctuality, decreased absenteeism, and improved interpersonal relations, etc.
- This ability to interpret the needs of students should extend to the ability to recognize learning disabilities and to be familiar enough with community resources to refer the student to other sources for help.

COMPETENCY 6: To understand the need for thorough, accurate documentation of skills, goals, and progress

COMPETENCY 7: To be open-minded and non-judgmental

- Don't assume presence or absence of a skill.
- Respect diversity rather than fearing or mistrusting it.

COMPETENCY 8: To demonstrate an understanding of the importance of and ability to individualize (personalize) instruction

- Tailor or customize the instructional program to best fit the strengths and weaknesses, needs, and goals of the individual student/employee.
- Personalize both materials and instructional methods.

COMPETENCY 9: To demonstrate adaptability and flexibility

- Enough adaptability and flexibility to be comfortable with jointly determining program content with the student and employer is an important instructor competency.
- Should be willing and able to change instructional materials and/or methods if evaluation data support a need for adjustment.

COMPETENCY 10: To demonstrate SENSITIVITY

- Need to be sensitive to the often fragile ego and low self-esteem of a person with low literacy skills.
- Treat the student with respect and dignity.
- Be sensitive to group dynamics and how they can affect behavior.
- Sensitivity should extend to competence in being a good observer.

PROGRAM DEVELOPMENT OUTLINE

A. Recruitment and registration

  1. Meeting with management (including line supervisors)
  2. Meeting with human resource personnel
  3. Announcement to employees of program availability
  4. Employee registration

B. Plan of operation

  1. Location of classroom(s)
  2. Days and hours of operation
  3. Program dates

C. Pretesting

D. Attendance regulations and completions

  1. Attendance regulations
  2. Completions

E. Format and curriculum

  1. Instructional format
  2. Instructional materials
  3. Staff

    a. Numbers
    b. Hiring
    c. Qualifications

F. Evaluation

  1. Evaluation of program

    a. Process evaluation
    b. Product evaluation
    c. Using the results

  2. Evaluation of participant

    a. Formal evaluation
    b. Informal evaluation

G. Six month follow-up

  1. Statement of Assurance for business to sign

ADULT EDUCATION STRATEGIES FOR WORKPLACE LITERACY

It has been recognized that the art of teaching adults presumes a particular set of criteria that differs in many respects from K-12 instruction. The following topics are especially relevant to workplace literacy teaching strategies!

Climate Setting--Setting the climate for adult learning is a critical first step. It is helpful to keep in mind that many of these worker/students have had negative school experiences in the past. Others may have had no structured learning experiences for many years. Both of these patterns may create anxiety and fear of failure in the employee/student.

The instructor can help allay these fears by an open, friendly and respectful manner. An informal class setting using tables rather than desks promotes group learning and a feeling of equality.

Sensitivity--It is important that the instructor be sensitive to individual personalities, needs, goals, and learning styles. The workplace literacy instructor should develop a good working knowledge of adult teaching strategies in order to better match teaching strategies; ie, dialogue; lecture; simulation; modeling; group discussion; experiential learning with learning styles.

Facilitator/Empowerment--Although there may be times when the instructor may need to assume the role of teacher, it is generally agreed that an instructor of adults should function as a facilitator of learning. This approach furthers the atmosphere of mutual respect and emphasizes the student's responsibility for his/her learning.

Information Processing System--According to the conclusions reached by Sticht and Mikulecky (1984), an adult basic skills program should operate with "an understanding of the person as an information processing system that develops new capabilities over time using prior knowledge and skills as the means for acquiring new knowledge and skills" (page 31). It is for this reason that the authors claim the best results are reached when basic skill instruction is integrated with technical training using job-specific materials.

Learning Networks--Employees constantly draw upon each other's knowledge and expertise to solve problems. These useful networks should be utilized whenever possible in structured learning experiences in the workplace. (Sticht and Mikulecky, 1988)

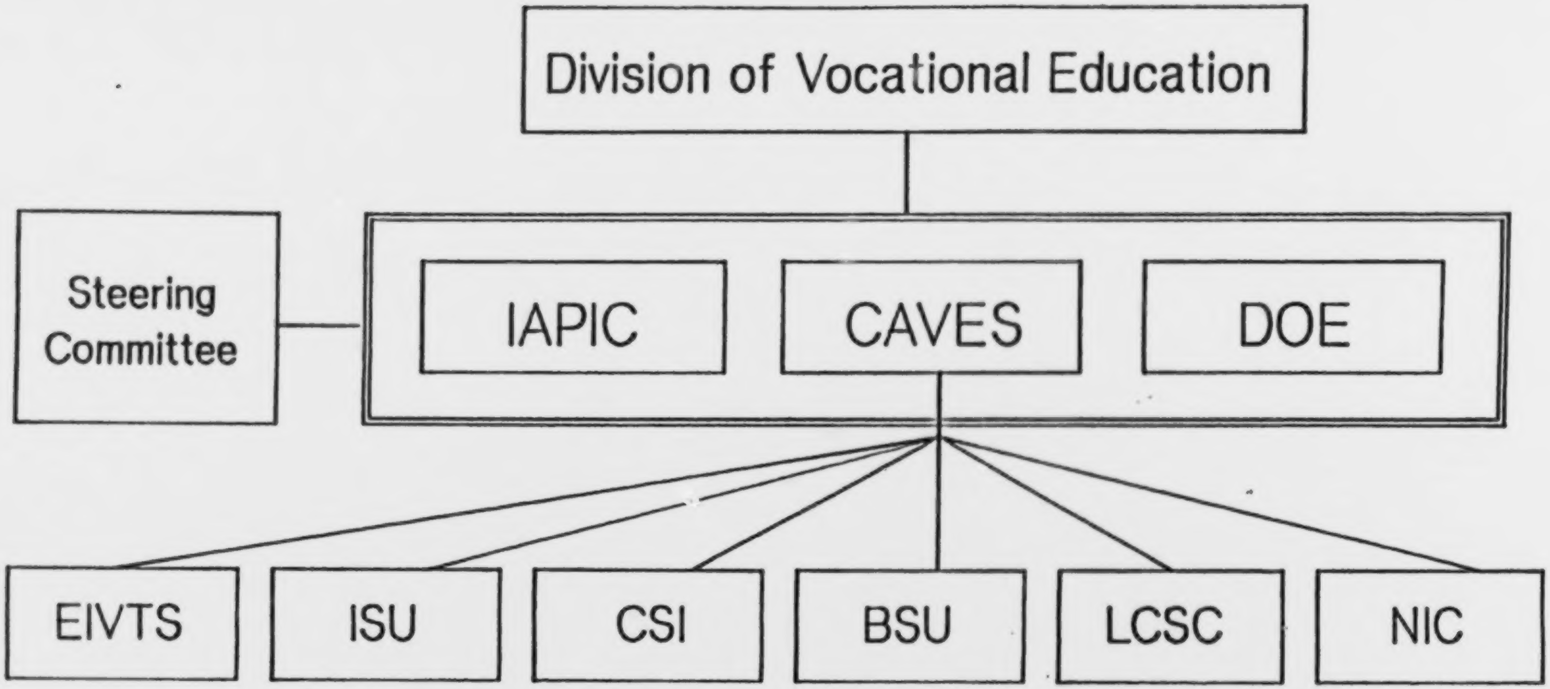
Program Development--Sticht and Mikulecky (1984) suggest the following four principles:

1. Maintaining an orientation to the mission of the business or industry involved.
2. Using a functional context (job-specific) approach to instruction.
3. Arranging for experiential learning when possible.
4. Using a competency-based, mastery learning instructional approach where possible. (page 32)

* Job-Related Basic Skills: Cases and Conclusions by Thomas Sticht and Larry Mikulecky, 1984.

APPENDIX A
PRESENTATION PACKET

IDAHO PARTNERSHIP FOR WORKPLACE LITERACY



Division of Vocational Education

Steering Committee

IAPIC

CAVES

DOE

EIVTS

ISU

CSI

BSU

LCSC

NIC

Legal Recipient – CAVES

Administrative Entity – Vocational Education

Governing Body – Literacy Partnership

Policy/Procedure and Funding Recommendation – Steering Committee

PROPOSAL PROCEDURES

WORKPLACE LITERACY PROJECT
SUBMISSION/APPROVAL PROCESS

WORKPLACE LITERACY COORDINATORS (WPLC) COORDINATES WITH JOB SERVICE STAFF AND POSTSECONDARY SHORT-TERM SKILLS COORDINATOR TO CONDUCT THE JOB ANALYSIS.

JOB ANALYSIS AND EMPLOYEE ASSESSMENT IS CONDUCTED.

WPLC COORDINATES PROGRAM DEVELOPMENT WITH APPROPRIATE STAFF.

WPLC DEVELOPS COURSE OF STUDY FOR TRAINING

WPLC COMPLETES WPL #43 INCLUDING APPROPRIATE ATTACHMENTS AND SIGNATURES

SUBMISSION OF PROPOSAL TO DIVISION OF VOCATIONAL EDUCATION

REVIEW PROCESS INITIATED
 TECHNICAL REVIEW
 . . . . . FINANCIAL
 . . . . . ATTACHMENTS
 . . . . . SIGNATURES
 . . . . . ADULT BASIC EDUCATION
 . . . . . PROGRAM SUPERVISORS
 . . . . . DIVISION WPL STAFF

PROJECT APPROVAL - PHASE ONE - PROJECT DIRECTOR STATE STAFF

PROJECT DENIAL - STATE STAFF

- LACK OF APPROPRIATE ELEMENTS
- INAPPROPRIATENESS OF TOPIC
- MISSING SIGNATURES
- MISSING OR INADEQUATE MATCHING FUNDS

PROJECT APPROVAL - PHASE TWO - SUBMISSION TO STEERING COMMITTEE

STEERING COMMITTEE REVIEW AND APPROVAL

RECOMMENDED PROJECTS SUBMITTED TO STATE ADMINISTRATOR FOR FUNDING AND SIGNATURE

QUARTERLY OR TIMELY REPORTS SUBMITTED TO DIVISION OF VOCATIONAL EDUCATION COORDINATOR

THE CHANGING WORKFORCE

- THE DECLINE IN POPULATION GROWTH WILL MEAN AN OLDER WORKFORCE, WITH THE AVERAGE AGE OF WORKERS INCREASING FROM 36 TO 39 BY THE YEAR 2000.
- THE NUMBER OF YOUNG WORKERS WILL DECLINE BOTH RELATIVELY AND ABSOLUTELY, WITH WORKERS AGED 16-34 ACCOUNTING FOR HALF THE WORKFORCE IN 1985 BUT DECLINING TO LESS THAN 40 PERCENT BY THE YEAR 2000.
- 80 PERCENT OF NEW ENTRANTS INTO THE WORKFORCE WILL BE WOMEN, MINORITIES, AND IMMIGRANTS.

THESE CHANGES MEAN THAT:

- AN OLDER, LESS ADAPTABLE WORKFORCE WILL FACE A JOB MARKET THAT REQUIRES INCREASINGLY FLEXIBLE SKILLS, WITH MANY WORKERS CHANGING JOBS FIVE OR SIX TIMES DURING THEIR WORKLIVES.

- TRADITIONALLY LESS SKILLED GROUPS AND UNDERUTILIZED POPULATION GROUPS (WOMEN, MINORITIES, AND IMMIGRANTS) WILL BE NEEDED TO FILL AVAILABLE JOBS.

- AS A CONSEQUENCE OF SMALLER GROWTH IN THE LABOR FORCE AND A DIMINISHING POOL OF QUALIFIED WORKERS, EMPLOYERS MAY FACE SERIOUS SKILL SHORTAGES NOT EXPERIENCED SINCE WORLD WAR II.

DEFINITIONS - TERMS

CUSTOMIZED TRAINING AND EDUCATION PROGRAMS NOW INCLUDE WORKPLACE LITERACY.

WHAT IS WORKPLACE LITERACY?

WORKPLACE LITERACY DIFFERS FROM GENERAL LITERACY IN BOTH CONTEXT AND PURPOSE AS IT FOCUSES ON THE SPECIFIC NEEDS OF WORKERS TO PERFORM THEIR JOBS.

WHAT CAN A CUSTOMIZED TRAINING AND EDUCATION PROGRAM INCLUDE?

*TRAINING FOR TECHNOLOGY

VOCATIONAL-TECHNICAL TRAINING TO IMPROVE THE MAINTENANCE, ADVANCEMENT, OR PRODUCTIVITY OF EMPLOYEES IMPACTED BY TECHNOLOGICAL CHANGE.

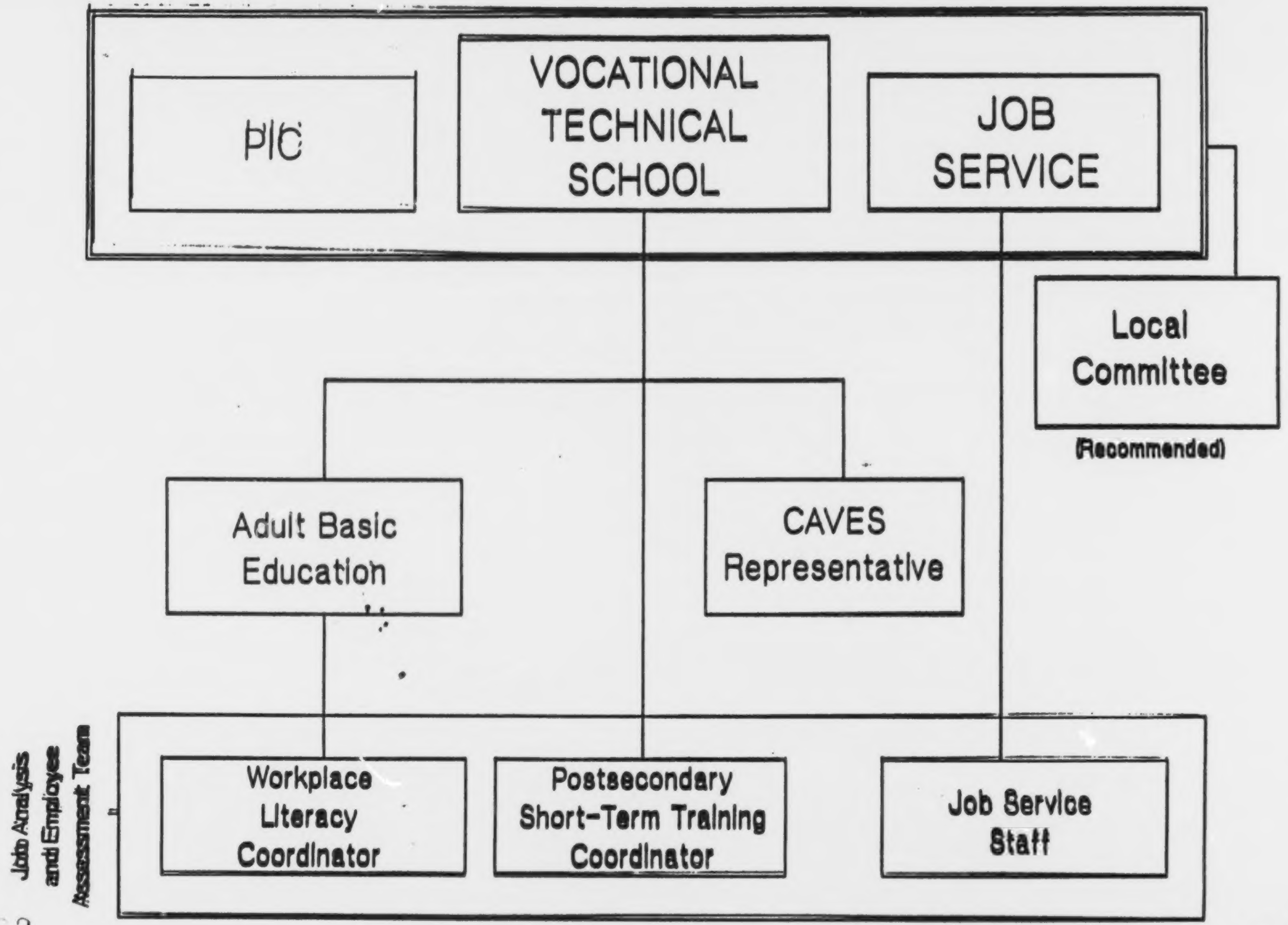
*BASIC SKILLS

BASIC EDUCATION IN READING, WRITING, AND COMPUTATION.

*WORKPLACE LITERACY

TRAINING TO IMPROVE THE ABILITY TO USE COMPUTATION AND COMMUNICATION SKILLS IN THE CONTEXT OF THE WORKPLACE.

LOCAL PARTNERSHIP FOR WORKPLACE LITERACY



PIC

VOCATIONAL TECHNICAL SCHOOL

JOB SERVICE

Local Committee

(Recommended)

Adult Basic Education

CAVES Representative

Job Analysis and Employee Assessment Team

Workplace Literacy Coordinator

Postsecondary Short-Term Training Coordinator

Job Service Staff

ta/jn

IDENTIFICATION/REFERRAL NETWORK

(SOCIAL SERVICE)

IDENTIFICATION AND REFERRAL OF INDIVIDUALS IN NEED OF BASIC LITERACY SERVICES.

THE IDAHO PARTNERSHIP FOR WORKPLACE LITERACY WILL HOLD TRAINING SESSIONS ACROSS THE STATE TO TRAIN JOB SERVICE STAFF, DEPARTMENT OF HEALTH AND WELFARE DISTRICT OFFICE, STATE, COMMUNITY BASED ORGANIZATION STAFF, IDAHO OFFICE ON AGING STAFF, POSTSECONDARY COUNSELORS, JTPA SERVICE PROVIDER STAFF, AND PRIVATE INDUSTRY COUNCIL STAFF ON HOW TO IDENTIFY ADULTS WHO MAY BE IN NEED OF BASIC LITERACY SKILLS SERVICES AND ACTIVITIES; HOW TO APPROACH THE INDIVIDUAL ABOUT THE APPARENT LACK OF BASIC SKILLS; AND HOW AND WHERE TO REFER THEM FOR SERVICES.

IDENTIFICATION/REFERRAL NETWORK

(BUSINESS/INDUSTRY)

THE IDAHO PARTNERSHIP OF WORKPLACE LITERACY WILL ESTABLISH AN IDENTIFICATION AND REFERRAL NETWORK TO EDUCATE BUSINESS AND INDUSTRY EMPLOYERS AND EMPLOYEES ON THE IMPORTANCE OF WORKPLACE LITERACY AND TO IDENTIFY THOSE BUSINESSES WHO ARE IN NEED OF WORKPLACE LITERACY SERVICES. THE IDENTIFIED BUSINESSES WILL BE REFERRED TO THE APPROPRIATE VOCATIONAL-TECHNICAL SCHOOL.

WORKPLACE ESL

TO MEET THE LITERACY NEEDS OF ADULTS WITH LIMITED ENGLISH LANGUAGE PROFICIENCY MAY BE OFFERED THROUGH THIS GRANT IF THEY ARE IN CONJUNCTION WITH AN EMPLOYER OR GROUP OF EMPLOYERS AND ARE CONDUCTED AT THE WORKSITE.

CHILD CARE

CHILD CARE FOR EMPLOYED ADULTS WHO PARTICIPATE IN PROGRAMS DURING NONWORKING HOURS.

CHILD CARE WILL BE PROVIDED BY LICENSED CHILD CARE PROVIDERS TO EMPLOYED ADULTS WHO PARTICIPATE IN PROGRAMS DURING NONWORKING HOURS. CHILD CARE CONNECTIONS (A PRIVATE, NONPROFIT ORGANIZATION) WILL COORDINATE THE IDENTIFICATION OF CHILD CARE PROVIDERS, MAINTAIN RECORDS OF ADULTS WHO RECEIVE CHILD CARE ASSISTANCE, AND VOUCHER OF PAYMENTS TO CHILD CARE PROVIDERS.

AN APPLICATION FORM WILL BE USED FOR EACH ADULT WHO REQUIRES CHILD CARE ASSISTANCE AND MUST BE SIGNED BY THE PARTICIPANT, EMPLOYER, AND SCHOOL REPRESENTATIVE. TIME SHEETS SUBMITTED TO CHILD CARE CONNECTIONS FOR REIMBURSEMENT MUST ALSO BE SIGNED BY THE PARTICIPANT, THE CHILD CARE PROVIDER, AND A SCHOOL OFFICIAL TO DOCUMENT THE HOURS OF INSTRUCTION.

DISLOCATED WORKERS

SERVICES DESIGNED TO PROVIDE BASIC SKILLS, HIGH SCHOOL DIPLOMA OR EQUIVALENCY INSTRUCTION, AND ACTIVITIES FOR DISLOCATED WORKERS WILL BE HELD AT SITES OR LOCATIONS THAT ARE OFF-CAMPUS. THE DELIVERY OF THIS INSTRUCTION WILL BE COORDINATED WITH THE APPROPRIATE JOBS SERVICE OFFICE AND PRIVATE INDUSTRY COUNCIL. THESE SERVICES MAY BE PROVIDED WITH OTHER FUNDS OR THROUGH THIS PROJECT.

GED PREPARATION MAY BE PROVIDED THROUGH THE USE OF THE KET/GED TAPES AT OFF-CAMPUS SITES.

GED

GED PREPARATORY COURSES FOR ADULTS WHO ARE UNABLE TO ATTEND REGULAR PROGRAMS WILL BE BROADCAST THROUGH THE STATEWIDE PUBLIC BROADCASTING SYSTEM. PARTICIPANTS WILL BE INSTRUCTED AS TO THE NEAREST ABE LEARNING CENTER FOR COMPLETING THE GED PROCESS.

UTILIZATION OF KET/GED:

PARTICIPANTS MAY VIEW ORIGINAL BROADCAST TO COMPLETE PREPARATORY COURSEWORK.

TAPES WILL BE OFF-AIR RECORDED AND MADE AVAILABLE FOR PARTICIPANT USE AT THE ABE LEARNING CENTERS AND OTHER OUT-REACH SITES.

A COMPUTER COMPONENT WILL BE AVAILABLE FOR USE AT THE ABE LEARNING CENTERS AND MAY BE UTILIZED AT OFF-CAMPUS SITES DEPENDING ON THE AVAILABILITY OF A COMPATIBLE COMPUTER.

PROGRAM EVALUATION

. . . .

To measure results of the workplace literacy program, staff should:

#

1. Construct and administer job-specific pre- and post-tests based on the results of a literacy or similar job task ANALYSIS technique.

2. Talk to the employees and their supervisors to find out what they believe to be the on-going and final results of the training.

3. Look for signs of changes in the employees' self-confidence in class & on the job. Note positive changes in work habits such as improved attendance, punctuality, & teamwork skills.

4. Supervisors should monitor classes to make sure that instruction is on track with the learning goals of the employees & the overall goals of the company.

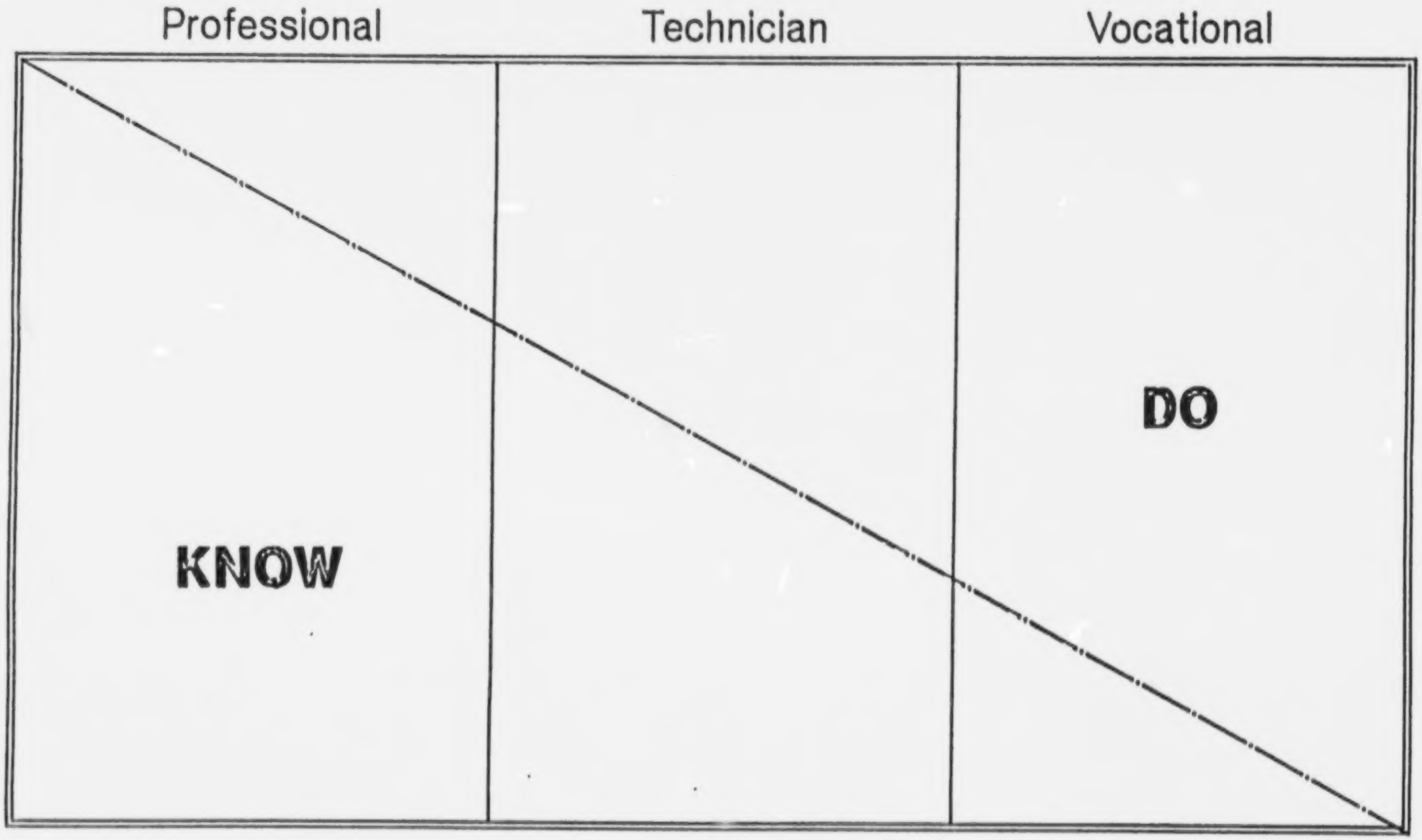
ta/Jn

EVALUATION

THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY, IN PORTLAND, OREGON, HAS BEEN CONTACTED AND HAS AGREED TO FUNCTION AS THE OUTSIDE EVALUATOR AND WILL CONDUCT A FORMATIVE EVALUATION OF THE PROJECT.

EACH SCHOOL WILL PROVIDE REPORTS AND CONDUCT EVALUATIONS THAT INCLUDE STUDENT ASSESSMENTS FOR THEIR PROGRAMS.

OCCUPATIONAL SKILL & KNOWLEDGE LEVELS



Professional

Technician

Vocational

DO

KNOW

ta/jn

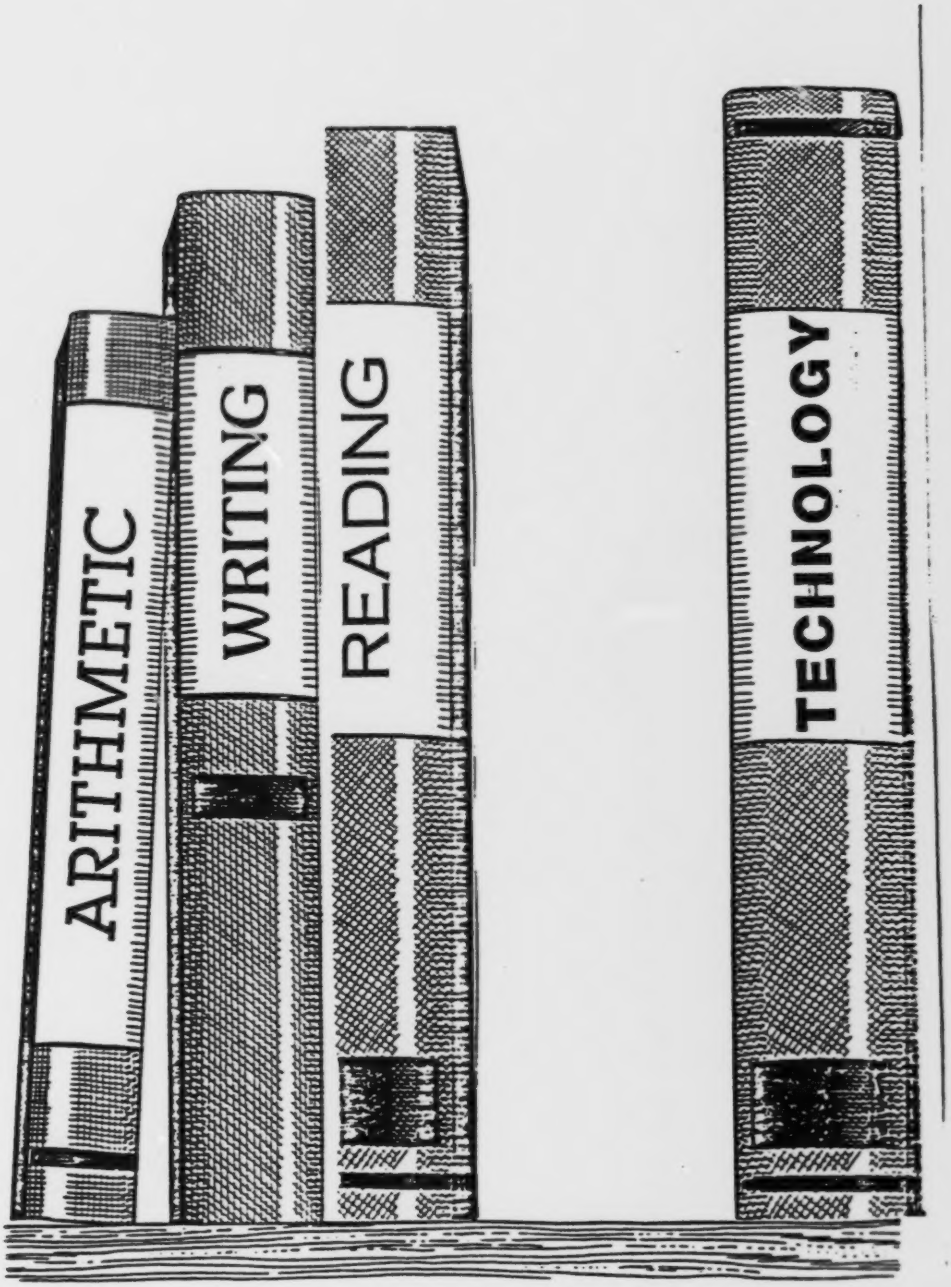
CURRENT SERVICES TO EMPLOYED ADULTS

Adult
Basic Education

Short-Term
Vocational Training

ta/ln

WORKPLACE LITERACY FILLS THE GAP


ARITHMETIC
WRITING
READING
TECHNOLOGY

SERVICES TO EMPLOYED ADULTS WITH WORKPLACE LITERACY GRANT

Adult Basic Education	Workplace Literacy	Short-Term Vocational Training

GOAL SETTING

1. **Clarify and define the specific workplace need that will be addressed by raising the basic skill levels of employees.**

2. **Identify the workers in need of basic skills development.**

3. **Specify the projected results for the company and the employees.**

ta/jn

TO HELP SET THE GOALS FOR EFFECTIVE CUSTOMIZED TRAINING AND EDUCATION PROGRAMS, ANSWER THE FOLLOWING QUESTIONS:

1. What company goals or performance standards are not now being met?
2. Are there projected changes in the business or business environment that will add new goals or modify current performance standards?
3. What are the skills needed to perform effectively in particular jobs or job families now and over the next 5 years?
4. Do employees or groups of employees lack these minimal skills?
5. If a basic skills training program is set up, what results are expected?
6. What evidence would indicate that these results had been achieved?

ta/jn

BUILDING THE CURRICULUM

A good curriculum for developing workplace literacy skills should be designed to include the tasks & materials that fit the specific job contexts of the workers.

* * *

1. Is organized by job tasks, not by discrete basic skills.
2. Includes problems & simulated situations that call for the use of basic skills as they will be used on the job.
3. Provides opportunities to link basic skills and thinking together.
4. Builds on the employees' knowledge of the job content.
5. Uses actual job materials as instructional texts.
6. Gives employees the opportunity to work together & learn from each other.
7. Is linked to the goals of the company and participating employees.

ta/jn

JOB ANALYSIS AND EMPLOYEE ASSESSMENT

THE TOOLS OF A JOB ANALYSIS AND EMPLOYEE ASSESSMENT ARE:

- Observation
- Collection and Analysis of Materials
- Interviews
- Customized Tests

ta/jn

COMPARING NEW LABOR MARKET ENTRANTS TO THE CURRENT WORKFORCE REVEALS SOME STRIKING DIFFERENCES:

	LABOR FORCE 1985	NET NEW WORKERS 1985-2000
TOTAL	115,461,000	25,000,000
NATIVE WHITE MEN	47%	15%
NATIVE WHITE WOMEN	36%	42%
NATIVE NON-WHITE MEN	5%	7%
NATIVE NON-WHITE WOMEN	4%	13%
IMMIGRANT WOMEN	3%	9%

FINDINGS

1. THE ECONOMY AND THE WORKPLACE ARE CHANGING RAPIDLY, AND THE PACE OF CHANGE IS ACCELERATING.

2. THE JOBS THEMSELVES ARE CHANGING IN CONTENT AND SKILL REQUIREMENTS, REGARDLESS OF TYPE OR SIZE OF BUSINESS.

3. THE "BASIC SKILLS GAP" BETWEEN WHAT BUSINESS NEEDS AND THE QUALIFICATIONS OF THE ENTRY LEVEL WORKERS AVAILABLE TO BUSINESS IS WIDENING.

4. EMPLOYERS ARE PRACTICALLY UNANIMOUS IN THEIR CONCERN THAT COMPETENCIES OF ENTRY LEVEL WORKERS ARE DEFICIENT. THESE INCLUDE THE BASIC SKILLS OF READING, WRITING, MATHEMATICS AND COMMUNICATION. DEFICIENCIES WERE ALSO FOUND IN SUCH ABILITIES AS PROBLEM SOLVING, TEAMWORK, INITIATIVE, AND ADAPTABILITY.

5. THESE SKILLS DEFICIENCIES IN THE WORKPLACE ARE COSTING AMERICAN BUSINESS MONETARILY, THROUGH WASTE, LOST PRODUCTIVITY, INCREASED REMEDIATION COSTS, REDUCED PRODUCT QUALITY, AND ULTIMATELY A LOSS IN COMPETITIVENESS.

6. EDUCATORS AGREE WITH BUSINESS ABOUT THE OVERALL GOALS OF EDUCATION, AND ABOUT THE SKILLS NEEDED IN THE WORKPLACE. HOWEVER, THE MAJORITY OF EDUCATORS MAINTAIN THAT THEIR GRADUATES ARE WELL PREPARED FOR ENTRY LEVEL POSITIONS, AND ONLY A FEW EDUCATORS ACKNOWLEDGE THAT THE GAPS AREA AS SEVERE AS BUSINESS INDICATES.

7. EDUCATORS MAY NOT BE TRANSLATING THEIR UNDERSTANDING OF BUSINESS' NEEDS INTO WHAT HAPPENS IN THE CLASSROOM.

8. BUSINESS MUST DO A BETTER JOB OF ANTICIPATING FUTURE WORKFORCE NEEDS, AND COMMUNICATING THESE NEEDS TO EDUCATORS, TO PARENTS, TO STUDENTS, AND TO OTHER COMMUNITY RESOURCES THAT CAN HELP ADDRESS THESE NEEDS.

9. BOTH BUSINESS AND EDUCATION STRESS THE NEED TO DEVELOP MECHANISMS TO REDUCE THE ISOLATION OF THEIR WORLDS IN ORDER TO IMPROVE STUDENTS' PREPARATION FOR THE WORKPLACE AND FOR RESPONSIBLE ADULTHOOD.

10. WHILE EDUCATION REFORM EFFORTS HAVE BROUGHT UNDENIABLE PROGRESS, MANY EXPERTS CONCLUDE THAT THE NON-COLLEGE BOUND AND DROPOUTS HAVE BEEN LEAST AFFECTED.

11. AGGRESSIVE ACTION MAY BE NEEDED BY BUSINESS AND EDUCATION TO LEARN FROM EACH OTHER AND TO CHANGE THE WAY EDUCATION IS PROVIDED TO ENSURE A QUALITY WORKFORCE AND A PRODUCTIVE NATION.

SUMMARY OF PRINCIPAL FINDINGS AND CONCLUSIONS

THE FINDINGS AND CONCLUSIONS PRESENTED IN THIS REPORT PROVIDE A CHALLENGE NOT ONLY FOR BUSINESS AND EDUCATION, BUT FOR GOVERNMENT AND ALL SECTORS AT THE NATIONAL, STATE AND LOCAL LEVELS.

CONCLUSIONS

IN ORDER TO CLOSE THE SKILLS GAP, WE NEED TO:

1. IMPROVE THE QUALITY OF EDUCATION
2. MOBILIZE BUSINESSES TO ASSIST SCHOOLS
3. MOBILIZE THE COMMUNITY

THE CHANGING ECONOMY

THE CHANGING WORKPLACE

THE JOBS THEMSELVES ARE CHANGING IN CONTENT AND SKILL REQUIREMENTS, REGARDLESS OF TYPE OR SIZE OF BUSINESS.

THE LARGE MAJORITY OF EMPLOYERS CONSULTED CONTEND THAT THE COMPLEX AND CHANGING MARKETPLACE WILL CONTINUALLY HEIGHTEN THE NEED FOR A MORE HIGHLY QUALIFIED ENTRY LEVEL LABOR FORCE.

SUMMARY: BUSINESS' WORKPLACE NEEDS

IN SUMMARY, BUSINESSES CONSISTENTLY NOTED THAT ENTRY LEVEL WORKERS AND APPLICANTS DID NOT HAVE THE SKILLS TO:

- READ AND COMPREHEND POLICY AND INSTRUCTION MANUALS AS WELL AS TECHNICAL MATERIAL.
- WRITE SENTENCES WITH CORRECT SENTENCE FORM, SPELLING, PUNCTUATION, AND OTHER MATTERS OF MECHANICS.
- PERCEIVE ERRORS AND REWRITE.
- SPEAK AND EXPLAIN IDEAS CLEARLY.
- ANSWER AND ASK QUESTIONS AND FOLLOW VERBAL DIRECTIONS.
- ADD, SUBTRACT, MULTIPLY AND DIVIDE.
- WORK WITH FRACTIONS AND DECIMALS.

EMPLOYERS ALSO IDENTIFIED DEFICIENCIES IN THESE MORE TECHNICAL SKILLS:

- MEASURE AND COMPREHEND SPATIAL RELATIONSHIPS, AND USE METRIC MEASUREMENTS.
- TYPE WITH ACCURACY AND SPEED.
- WORK ACCURATELY WITH COMPUTERS AND COMPUTERIZED PROGRAMS.

FINALLY, EMPLOYERS NOTED THAT THEY NEEDED--BUT WERE FREQUENTLY UNABLE TO RECRUIT--EMPLOYEES WITH POSITIVE ATTITUDES AND THE ABILITY TO:

- LEARN, BE FLEXIBLE, AND RESPOND TO CHANGE QUICKLY.
- DEAL WITH COMPLEXITY, THAT IS, LEARN AND PERFORM MULTIPLE TASKS AND ANALYZE AND DEAL WITH A WIDE VARIETY OF OPTIONS.
- IDENTIFY PROBLEMS, PERCEIVE ALTERNATIVE APPROACHES, AND SELECT THE BEST APPROACH.
- OPERATE INDEPENDENTLY AFTER A BRIEF BUT INTENSIVE ORIENTATION PERIOD OR AFTER AN INITIAL TRAINING PERIOD.

- WORK COOPERATIVELY WITH PEOPLE OF DIFFERENT PERSONALITIES, RACE, SEX, ACROSS DIFFERENT AUTHORITY LEVELS AND ORGANIZATIONAL DIVISIONS.

- BE PUNCTUAL AND DEPENDABLE AS WELL AS SHOW PRIDE AND ENTHUSIASM IN PERFORMING WELL.

THE IMPLICATIONS OF THE GROWING SKILLS GAP

THESE SKILLS DEFICIENCIES IN THE WORKFORCE ARE COSTING AMERICAN BUSINESS MONETARILY, THROUGH WASTE, LOST PRODUCTIVITY, INCREASED REMEDIATION COSTS, REDUCED PRODUCT QUALITY, AND ULTIMATELY A LOSS IN COMPETITIVENESS.

WORKPLACE LITERACY COMPONENT

(4) PROGRAMS DESIGNED TO UPGRADE AND UPDATE BASIC AND OCCUPATIONAL SKILLS FOR ADULT WORKERS IN ACCORDANCE WITH CHANGES IN WORKPLACE REQUIREMENTS, TECHNOLOGICAL CHANGE, PRODUCTS OR SERVICES, WILL BE OFFERED IN CONJUNCTION WITH AN EMPLOYER OR GROUP OF EMPLOYERS. COURSE CONTENT WILL BE DETERMINED BY THE WORKPLACE LITERACY AUDIT AND WILL CONTAIN BASIC LITERACY SERVICES AND OCCUPATIONAL SPECIFIC SKILLS TRAINING AS APPROPRIATE. THE PROGRAMS MAY BE OFFERED AT THE BUSINESS SITE OR A MUTUALLY AGREED UPON SITE.

SUBPROPOSALS TO OPERATE WORKPLACE LITERACY PROGRAMS

IT IS ANTICIPATED THAT APPROXIMATELY FORTY (40) PROGRAMS WILL BE OPERATED AT AN AVERAGE COST OF $3,000 PER PROGRAM SERVING TWENTY-FIVE (25) ADULTS. OVERALL, THE EMPLOYER CONTRIBUTION WILL BE TWENTY PERCENT (20%) OF THE LINE ITEM TOTAL OF $120,800.

GED

FRANCHISE AGREEMENT TO AIR GED PREPARATORY TAPES OVER THE PUBLIC BROADCASTING SYSTEM

THE IDAHO PUBLIC BROADCASTING SYSTEM WILL AIR EACH OF THE 43 TAPES. INCLUDED IN THE BROADCAST RIGHTS ARE UNLIMITED OFF-AIR RECORD RIGHTS. FUNDS HAVE BEEN INCLUDED TO COVER THE COST OF 43 VCR TAPES PER SCHOOL TO OFF-AIR RECORD THE GED SERIES. OTHER PUBLIC SCHOOLS AND LIBRARIES WILL BE NOTIFIED OF THE OFF-AIR RECORDING RIGHTS AND HOW TO COORDINATE THE GED COMPLETION PROCESS WITH THE ABE CENTERS.

HOW IS A CUSTOMIZED TRAINING AND EDUCATION PROGRAM DEVELOPED?

ANY OF THE FOLLOWING MAY INITIATE CONTACT WITH THE BUSINESS/SITES:

A. WORKPLACE LITERACY COORDINATOR (WPLC)

B. ADULT BASIC EDUCATION COORDINATOR (ABEC)

C. POSTSECONDARY SHORT-TERM TRAINING COORDINATOR (PSSTC)

D. JOB SERVICE COORDINATOR (JSC)

WORKPLACE LITERACY COORDINATOR IS CONTACTED

- * INITIAL FACT-FINDING INTERVIEW WITH MANAGEMENT.
- * JOB ANALYSIS - PERFORMED BY TRAINED STAFF TO DETERMINE SKILL LEVELS NECESSARY FOR SATISFACTORY JOB PERFORMANCE.

* EMPLOYEE ASSESSMENT - PERFORMED BY TRAINED STAFF TO DETERMINE PRESENT SKILL LEVELS OF EMPLOYEES.

* PROGRAM DESIGN - CURRICULUM IS CUSTOMIZED TO BRIDGE GAPS BETWEEN WORKERS' CURRENT AND DESIRED SKILL LEVELS.

* PROGRAM DELIVERY - PROGRAMS MAY BE DELIVERED ON-SITE BY QUALIFIED INSTRUCTORS FROM THE BUSINESS OR THE VOCATIONAL TECHNICAL SCHOOL.

CUSTOMIZED EDUCATION AND TRAINING PROGRAM COMPONENTS

WORKPLACE LITERACY

BASIC SKILLS

SHORT-TERM SKILLS TRAINING

PROGRAM DESIGN
OPTION I

WORKPLACE LITERACY

BASIC SKILLS

SHORT-TERM SKILLS TRAINING

*MAY INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION II

WORKPLACE LITERACY

SHORT-TERM SKILLS TRAINING

* MAY INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION III

WORKPLACE LITERACY

BASIC SKILLS

---

*MAY INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION IV

BASIC SKILLS

SHORT-TERM SKILLS TRAINING

* DOES NOT INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION V

WORKPLACE LITERACY

---

*MAY INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION VI

SHORT-TERM SKILLS TRAINING

---

*DOES NOT INCLUDE CHILD CARE COMPONENT

PROGRAM DESIGN
OPTION VII

BASIC SKILLS

---

*DOES NOT INCLUDE CHILD CARE COMPONENT

IDAHO POSTSECONDARY
SHORT-TERM VOCATIONAL TRAINING

ECONOMIC/PRODUCTIVITY IMPROVEMENT PROJECTS

Training projects that are developed to respond to the changing needs of business and industry through:

CUSTOMIZED TRAINING

Postsecondary vocational training designed to prepare individuals for employment in specific occupational areas in new or expanding industry and/or for workers for placement in jobs that are difficult to fill because of a shortage of workers with requisite skills. These programs are operated with a commitment from an employer or a group of employers to employ individuals upon successful completion of training.

Customized Training is appropriate for:

1. A newly formed Idaho company; or
2. a business which is relocating to the state of Idaho; or
3. a business defined as expanding due to:
    a. expansion which will result in a substantial increase in the labor market for which there is an inadequate trained workforce; and/or
    b. expansion of products (value added) which results in the need for training in new occupational skill areas.

INDUSTRY SPECIFIC UPGRADE TRAINING

Postsecondary vocational training designed to improve the efficiency of employed individuals through supplemental instruction. These programs are operated in conjunction with an employer or group of employers and are usually offered at a site provided by the employer(s).

Industry Specific Upgrade Training is appropriate when:

1. The training has been developed in conjunction with the employer(s); and
2. is designed to improve the efficiency of present employees; and
3. has a letter(s) of endorsement or request from the employer(s).

Apprenticeship projects - Postsecondary vocational programs designed to provide classroom and/or laboratory instruction in conjunction with employer based training to registered apprentices. These programs are conducted or sponsored by an employer, a group of employers, or a joint apprenticeship training committee representing both labor and management.

FIRE SERVICE TRAINING

Postsecondary vocational training designed to provide instruction for fire personnel. Instruction ranges from basic fire fighting techniques to management theory.

IDAHO POSTSECONDARY
SHORT-TERM VOCATIONAL TRAINING

RETRAINING, EMPLOYMENT ENTRY/REENTRY PROJECTS

Training projects that are developed to respond to the changing needs of Idaho's workforce through:

ENTRY/REENTRY TRAINING

Postsecondary vocational training designed to provide individuals with the minimum skills necessary to enter or reenter the labor force. This training is usually developed for target populations and does not follow the traditional program design.

Entry/Reentry Training is:

1. Short-term (usually 500 hours or less); and
2. provides specific occupational skills training; and
3. is coupled with JTPA funds; or
4. serves target populations including, but not limited to:
    a. Displaced homemakers
    b. Single parents
    c. Older workers
    d. Welfare recipients
    e. Out-of-school youth

RETRAINING

Postsecondary vocational training designed to provide training to individuals who have been laid off due to a plant closure or other reduction in employment due to technological change.

Retraining projects are:

1. Short-term (usually 500 hours or less); and
2. provides training to dislocated and/or displaced workers; and
3. provides training in new and/or expanded occupational skill areas.

PREAPPRENTICESHIP

Postsecondary vocational training designed to enhance an individual's potential to enter an approved apprenticeship program. The projects are limited to out-of-school youth (16 years of age or older) and adults.

INDEPENDENT BUSINESS AND AGRIBUSINESS MANAGEMENT TRAINING

Postsecondary vocational instruction designed to provide business personnel or potential business personnel and farmers with the skills and knowledge essential for the efficient operation and/or establishment of a small business.

Appropriate Instructional Areas include, but are not limited to:

1. Small business/agribusiness management
2. Entrepreneurship instruction
3. Employee awareness
4. Supervisory training
5. Marketing techniques

Entrepreneurship Training is offered where there is sufficient capacity to provide additional independent business instruction for the successful development and operation of a small business.

UPGRADING

Postsecondary vocational training designed for persons already in the workforce who are in need of supplemental instruction to maintain and/or advance in their current employment, and for persons desiring to pursue a new occupation.

PROPOSAL PROCEDURES

WORKPLACE LITERACY PROJECT SUBMISSION/APPROVAL PROCESS

WORKPLACE LITERACY COORDINATORS (WPLC) COORDINATES WITH JOB SERVICE STAFF AND POSTSECONDARY SHORT-TERM SKILLS COORDINATOR TO CONDUCT THE JOB ANALYSIS.

JOB ANALYSIS AND EMPLOYEE ASSESSMENT IS CONDUCTED.

WPLC COORDINATES PROGRAM DEVELOPMENT WITH APPROPRIATE STAFF.

WPLC DEVELOPS COURSE OF STUDY FOR TRAINING

WPLC COMPLETES WPL #43 INCLUDING APPROPRIATE ATTACHMENTS AND SIGNATURES

SUBMISSION OF PROPOSAL TO DIVISION OF VOCATIONAL EDUCATION

REVIEW PROCESS INITIATED
 TECHNICAL REVIEW
. . . . . FINANCIAL
. . . . . ATTACHMENTS
. . . . . SIGNATURES
. . . . . ADULT BASIC EDUCATION
. . . . . PROGRAM SUPERVISORS
. . . . . DIVISION WPL STAFF

PROJECT APPROVAL - PHASE ONE - PROJECT DIRECTOR STATE STAFF

PROJECT DENIAL - STATE STAFF

- LACK OF APPROPRIATE ELEMENTS
- INAPPROPRIATENESS OF TOPIC
- MISSING SIGNATURES
- MISSING OR INADEQUATE MATCHING FUNDS

PROJECT APPROVAL - PHASE TWO - SUBMISSION TO STEERING COMMITTEE

STEERING COMMITTEE REVIEW AND APPROVAL

RECOMMENDED PROJECTS SUBMITTED TO STATE ADMINISTRATOR FOR FUNDING AND SIGNATURE

QUARTERLY OR TIMELY REPORTS SUBMITTED TO DIVISION OF VOCATIONAL EDUCATION COORDINATOR

Rm 217
Simplot / Micron
Ctr

Participant Guidebook
For

A National Audioconference

Workplace Literacy:
Designing Effective Local Partnerships Involving Business and Education

11:00 – 1:30 PM MDT

Thursday • November 10, 1988 • ~~1:00-3:30~~ p.m. EST

Conducted by
The National Academy for Vocational Education
at the
National Center for Research in Vocational Education
The Ohio State University

Cosponsored by
American Association for Adult and Continuing Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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NEWS ARTICLES

Workplace literacy challenges firms

By Jana Pewitt
The Idaho Statesman

Not many years ago, two of the chief criteria for getting a job on a production line at Hewlett-Packard Co. were manual dexterity and the ability to get along with people.

Not anymore.

"People work from written procedures and have to use the computer or a terminal of some sort," said Kay Lamberson, a personnel officer at H-P.

Lamberson, other employers and government officials met Wednesday in Boise at a conference on workplace literacy, an issue that has emerged in an age of rapid technological advances. Employers are being confronted with employees who haven't caught up.

Workplace literacy often shows up in "company towns" where generations of families work in the company sawmill or mine, said Thomas Sticht, a San Diego, Calif., workplace literacy specialist.

Mining and mill jobs now require higher skills because equipment is becoming more sophisticated, Sticht said. Problems with literacy frequently show up when a person changes jobs and is handed a thick training manual.

"They discover the work requires more reading, writing and arithmetic skills," Sticht said. "Evidence shows that people that have higher reading ability can perform tasks better."

In 1985, one in five people age 21 to 25 read below the eighth-grade level. But Sticht points out that in some cases, an employee has trouble not because he is a poor reader, but because the training manual is written poorly.

Lloyd Hogden, manager of the Potlatch Corp.'s consumer products division in Lewiston, said Potlatch realized it had to find solutions to the workplace literacy problem when it upgraded one of its plants by adding computerized machinery.

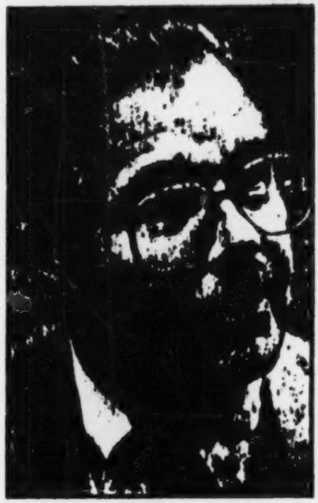
"We knew we had journeymen who didn't know their jobs like they needed to," Hogden said. "The new mill allowed us to use new technology to get these folks with it again."

Training was provided. Manuals were switched to make the instructions more understandable. Workers had the chance to practice on mock panels.

"In that particular function, I saw some really healthy strides in improving the literacy of our employees," Hogden said.

In some cases, employees have managed to do their jobs without some of the skills that are now being required. Some companies are offering educational assistance so employees can increase their reading and math levels.

Bob Ford, who works in the Division of Economic Development for the Idaho Department of Commerce, said a literate work force is necessary if Idaho is to compete with other states for new industry. Further growth in Idaho could be limited by the quality and quantity [illegible]



DEFINITION

Workplace literacy: The need for people to be able to read, write, compute and solve problems in the workplace.

— Thomas Sticht, president of The ABC's, Applied Behavioral & Cognitive Sciences Inc.

BUSINESS SURVEY

Olsten Services, a temporary help agency, recently conducted a survey of secretaries and executives about communications in the business world and found:

- 21 percent of male executives over 40 don't have a dictionary or other reference book in their offices.
- Young executives think writing is much more important to success than their older colleagues do.
- Three out of four executives proofread all business letters their secretaries type.
- "Accommodate" is the most frequently misspelled word, followed by "effect," "affect" and "commitment."
- Nearly one-third of the U.S. executives surveyed would not consider a job applicant whose resume contained a typographical error.
- Only 13 percent of male executives over the age of 40 compose letters on a word processor, although 29 percent under 40 use the equipment[illegible]

Thursday, Dec. 15, 1988

Locally-State

Council hears about job training

By JEANETTE HARP
Staff writer

KELLOGG — Made-to-order job training programs are available to Silver Valley businesses.

Allison Gilmore, coordinator for the Idaho Partnership for Workplace Literacy, told members of the Silver Valley Literacy Council that programs can be tailored to fit many needs and training can be done at the work place.

"The Silver Valley is a good place to come," Gilmore said during a luncheon meeting at the Silver Spoon restaurant last week in Kellogg. "People here are upbeat about getting their feet back on the ground."

Employers interested in taking advantage of the service can fulfill a 20 percent financial commitment by providing supplies, Gilmore said, telling of the flexibility allowed.

North Idaho College is one of six schools in Idaho to be included in the workplace literacy program that is using a portion of $9 million appropriated by Congress, Gilmore said. The structured program in Idaho involves vocational education, Job Service and the Private Industry Council.

Gilmore said she is currently seeking input concerning needs, as well as information about what programs are available for dealing with problems in order to avoid duplication.

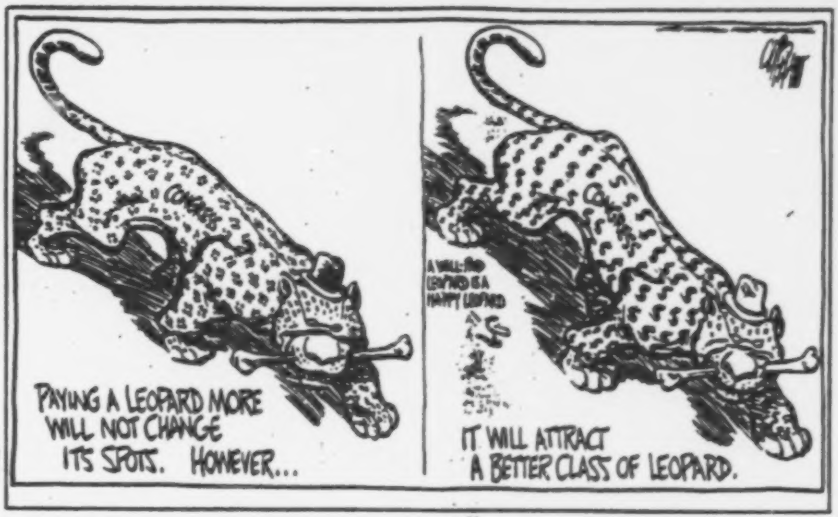
She said workplace literacy deals with more than the reading and writing skills generally identified with general literacy.

Citing an example of how the program is implimented, Gilmore said employees at the new Wallace Inn can be trained for jobs ranging from from hi-tech positions to proper methods of making beds.

Elsewhere in this area, people who will be working in a new Boeing plant will be trained in what Gilmore describes as a pilot program.

Gilmore invites contacts with business people and potential employees. She can be reached by calling 1-769-3450 or through contacts with NIC's Vocational-Technical School.

Commentary


CONGRESS
PAYING A LEOPARD MORE WILL NOT CHANGE ITS SPOTS. HOWEVER...
CONGRESS
A WELL-FED LEOPARD IS A HAPPY LEOPARD
IT WILL ATTRACT A BETTER CLASS OF LEOPARD.

Declare war on workplace illiteracy

Maria Salazar

Commentary

"Workplace literacy" is a phrase we'll be hearing frequently in the future, and with good reason. To quote from a funding proposal to the U.S. Department of Education by the Idaho Partnership for Workplace Literacy, "The labor market of the future will require workers with flexible skills and a high degree of information-processing capability."

Knowing how to read and write well enough to understand the language and commands of the omnipresent computers won't be enough, according to the Idaho Partnership for Workplace Literacy. Workers also will need skills and knowledge to solve problems, make decisions and communicate effectively via written reports.

The workplace of the future in Idaho — and not too distant future at that — will be modeled on operations like the almost entirely computerized processing plants which use computers instead of human hands to sort potatoes for quality. Personal computers are standard equipment in offices across the state, and even skilled employees need additional training to use the new technology.

Now then, consider that 50,000 adult Idahoans are functioning below 4th grade level and another 120,000 haven't finished high school. The figures are from a University of Idaho report on illiteracy in Idaho, compiled in January 1988.

A policy team on workplace literacy — whose members include the state's coordinator of adult basic education, the state's employment director, and Mike Mitchell, chief of staff to Gov. Cecil Andrus — has declared that 40 percent of the state's adult population may be in trouble in one or more basic skills. That means they have trouble reading, writing and computing. That means the state's economy is headed for big trouble unless the problem of workplace literacy is addressed head-on.

It won't be easy. According to the state's Workforce 2000 Taskforce (yet another group investigating illiteracy in Idaho), CEOs and upper management of Idaho businesses don't know, or won't acknowledge, that a literacy problem may exist among their workers. If they asked the line supervisors, they'd be more likely to find out the truth.

One of the objectives of the Idaho Partnership, which includes the state's vocational schools, employment service and private industry councils, is to educate business and industry on the importance of workplace literacy. When they identify an Idaho business that could use some literacy services, project staff will work with the company to develop the kind of basic skills training needed by its employees.

One of my friends says most businesses aren't about to admit they have employees who lack basic skills. If a business admits deficiencies among its workforce, he says, how can the business continue to advertise quality products and maintain its competitive position in the marketplace? On the other hand, it seems to me that hiding their collective heads in the sand is sure to bring grief to business owners and CEOs who must depend on a skilled workforce.

Every time I reflect on our growing national problem of illiteracy, I am reminded of the well-educated Japanese. Forbidden by World War II treaties to spend major monies on military goods, they invested instead in the education of their people. They are among the most literate people in the world and enjoy a powerful and rich economy.

Until our country makes education a national priority, we'll continue to play catch-up with workplace literacy and dropout programs as we move toward the 21st century. We may not be forced by a war treaty to budget major monies for education, but surely our instincts for survival should propel our national and state leaders to action.

Maria Salazar is a freelance writer who lives in Emmett.

Opinion

Thursday, December 29, 1988

Literacy program strengthens skills in workplace

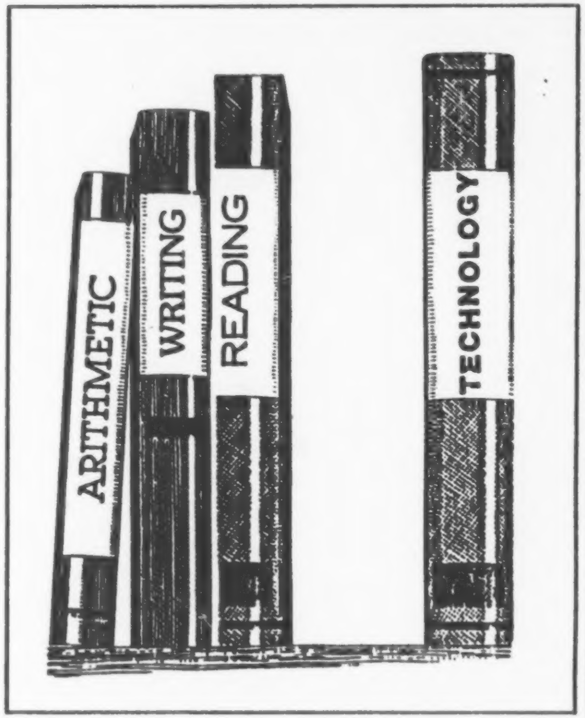
The Vocational School at Lewis-Clark State College has an exciting new program called Workplace Literacy. Rapid technological changes in business and industry find employees with out-dated skills and knowledge; the new Workplace Literacy program has been designed to provide training to assist these employees in keeping pace by updating their computation and communication skills, as well as critical thinking and problem-solving skills. In so doing, the Workplace Literacy program bridges the gap between traditional literacy programs and the basic skill needs of business and industry.

Workplace Literacy differs from general literacy in both context and purpose as it focuses on the specific needs of workers to perform their jobs while using job specific materials. In addition to updating basic skills, this training will enhance worker maintenance, advancement potential, and productivity impacted by technological change in the context of the workplace.

Because Idaho is a rural state, many adults are unable to attend regularly scheduled Adult Basic Education (ABE) programs. In order to make the General Education Development programs more accessible to this segment of Idaho's population, Idaho Public Broadcasting (PBS), through funding from Workplace Literacy, will broadcast the GED tapes statewide. A telephone number and computer component will be available to assist students using the PBS programs, and information about the nearest ABE learning center for GED completion will also be broadcast.

The Workplace Literacy Program is a partnership of the Idaho Association of Private Industry Councils (IAPIC), the Consortium of Area Vocational Education Schools (CAVES), and the Idaho Department of Employment. The purpose of this partnership is to coordinate effective delivery of workplace literacy and occupational skills necessary for workers to succeed. This state agency partnership was an important factor in Idaho's WPL grant application attracting the attention of the federal granting agency, the Department of Education, who ultimately awarded the grant to Idaho.

Brent Studer, Workplace Literacy Coordinator at Lewis-Clark State College, would be pleased to answer any questions you may have about this exciting new program. Contact him at 799-2238.



Vocational Education:

Building tomorrow's leaders

Vocational Education Week: Feb. 13-17

Illiteracy in the workplace: a staggering business loss

By Tondee Perry

Wurkplas littersee.

No these are not sayings on personalized licensed plates. Workplace literacy is a problem that is hitting corporate America in the pocketbook. Estimates of what illiteracy costs business and the United States in terms of lost wages, profits, productivity and taxes are in the $200 to $225 billion range.

Workplace literacy doesn't translate directly to mean dumb, stupid or people who can't spell the words workplace literacy. We are all illiterate in some area such as computers, cars, or figuring simple interest on a car loan.

With the national report released by the Department of Education in the early 1980s titled A Nation at Risk and subsequent studies, plus the emphasis President and Mrs. Bush has placed on the literacy issue—the problem cannot be swept under the table.

Two Idahoans returned last week from National Conference '89 on Workplace Literacy which stressed the theme "Basics and Beyond." This was the first national conference on workplace literacy.

Dick Winn, director of short term training at the State Division of Vocational Education, and Shirley Spencer, coordinator of Adult Education for the Idaho Department of Education, attended the conference in Rochester, N. Y. and came away with the feeling that everybody needs to work together to solve this problem.

The United States is losing its competitive edge in the workplace, one explanation says, because its work force is not as skilled as other advanced world economies.

This is where the fingers start going in eight directions. The blame can be put on the home, schools, government, higher education, and immigrants. The national conference, Winn said, helped put a stop to the pointing and a start to evaluating and fixing.

"No one group can do it all. It's everyone's problem—business, unions, education, government. We can't leave it up to one group and point the fingers. We need to do more cooperative partnerships like we've put together here in Idaho," Winn said.

In the past the "Three R's"—reading, writing and 'rithmatic were enough. Now businesses need people who are trained in advanced math, reading instructions, communicating in writing and speech, problem solving, critical thinking and decision making.

See LITERACY. Page 12B

Literacy——

Continued from Page 1A

"What's happening here," Spencer said, "is that we have people already in the workplace, that at the time they were hired their skills were fine. But, because of changing technology and reorganization of large companies, the expectations of employees have changed."

Although there is concern about entry level employees having these skills before entering the work force, 75 percent of the work force that will be working in the year 2000, is already working.

"This means," Spencer said, "that even if our high school graduates have all the skills needed, we still have a large work force in place and their skills need upgrading."

She said the conference brought out the observation that in the past, business and industry spent the bulk of their training dollars on upper management for training and skills upgrade. "Not as much has been designated for the work force at the lower level. Executives are rethinking this." Spencer said.

According to the definition of the Steering Committee for the Workplace Literacy Project in the state of Idaho, literacy is defined as the basic skills needed to perform work successfully and are commonly referred to as "job related." These skills include: mathematics, reading writing, speaking listening and the ability to apply these skills in problem solving. The key to workplace literacy is that the training takes place on site using curriculum developed in the context of the job.

"We don't deal in illiteracy but in literacy. Whatever level the individuals are at we want to raise that level to meet the needs of an entry level job or growth within the company," Winn said.

A grant from the U.S. Department of Education was awarded to the Idaho Consortium of Vocational Technical Education Schools. Winn explained this grant had helped form an Idaho partnership for workplace literacy with a wide variety of organizations and agencies in Idaho.

Under this program, local workplace literacy coordinators contacted businesses and industry in their region to assist in determining what skills were needed to help the business upgrade its operations. They then developed courses and curricalums to teach it.

An example of where employees would need to go through special programs, Winn said, is in the area of manufacturing. Many companies are initiating a statistical process control to reduce the rejections to zero. In the past the employee only had to throw out the bad products. Now they are being asked to graph the information and analyze it and in order to reach the goal.

Winn said that 28 Idaho businesses were assisted. He said some of the businesses helped were Boise Cascade Corrugated Container, Potlatch Corp., St. Alphonsus Regional Medical Center, Payette Lakes Care Center and Westinghouse.

"The needs of the individual businesses are each different so the responsibility of the workplace customized training programs is to develop a program that meets the needs of those employees within those organizations," Winn said

He said the immediate response from businesses has been wonderful—"they want more of it" Winn said. He is applying for another grant to keep the Workplace Literacy program going.

Businesses can do their part to train the employees they now have as well as future ones by assisting in the educational system. Boise Cascade volunteers are finishing up a project at Whittier Elementary School where they set up 11 reading centers to encourage more reading.

"Literacy is so important in life. We are pleased we could provide this assistance. Our efforts should help students not only this year but in the future as well," said Dwight Kirscht, chairman.

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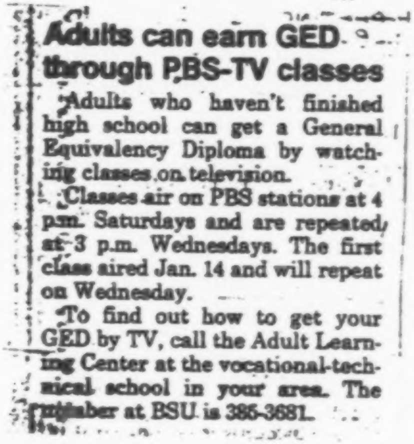
The Idaho Statesman. January 17, 1989

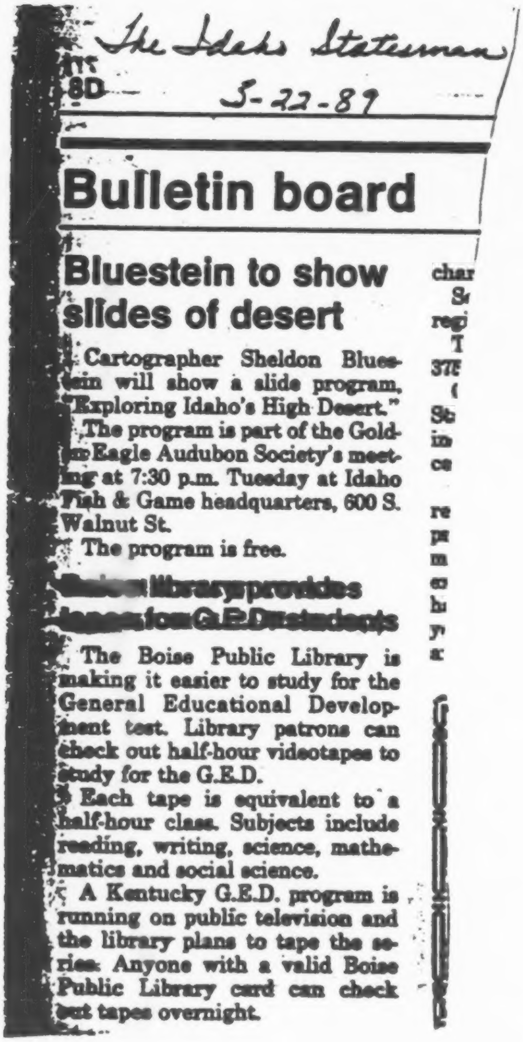


Adults can earn GED through PBS-TV classes

Adults who haven't finished high school can get a General Equivalency Diploma by watching classes on television.

Classes air on PBS stations at 4 p.m. Saturdays and are repeated at 3 p.m. Wednesdays. The first class aired Jan. 14 and will repeat on Wednesday.

To find out how to get your GED by TV, call the Adult Learning Center at the vocational-technical school in your area. The number at BSU is 385-3681.



The Idaho Statesman

3-22-89

Bulletin board

Bluestein to show slides of desert

Cartographer Sheldon Bluestein will show a slide program, "Exploring Idaho's High Desert."

The program is part of the Golden Eagle Audubon Society's meeting at 7:30 p.m. Tuesday at Idaho Fish & Game headquarters, 600 S. Walnut St.

The program is free.

[illegible] library provides [illegible] for G.E.D. students

The Boise Public Library is making it easier to study for the General Educational Development test. Library patrons can check out half-hour videotapes to study for the G.E.D.

Each tape is equivalent to a half-hour class. Subjects include reading, writing, science, mathematics and social science.

A Kentucky G.E.D. program is running on public television and the library plans to tape the series. Anyone with a valid Boise Public Library card can check out tapes overnight.

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Workplace literacy! What's that?

A new program will begin in January through a U.S. Department of Education grant to the Idaho Partnership for Workplace Literacy.

The partnership includes the Job Service offices in Idaho, the Idaho Association of Private Industry Councils, and the six area vocational technical schools. Within the project, funding is available for offering job skill enhancement classes to employees of businesses and industries.

In this age of rapidly expanding technology, the marketplace requires increasingly higher levels of "workplace literacy" — computation and communication skills, as well as critical thinking and problem-solving skills. The Adult Learning Center is prepared to offer classes in reading, mathematics, English, and English as a second language that will address these needs as they directly affect an organization and its employees.

The Adult Learning Center will individualize the workplace literacy (skills enhancement) classes using job-related language and materials. The special dimensions of this program include child care provisions, on-site classes, and time frames structured to meet employees' specific schedules.

For further information call 385-1622 and ask for Marilyn Slone or Cheryl Engel, or call your local Job Service office.

The Idaho Business Review, Inc. 2-6-89

Bulletin board

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chard St. [illegible]

Screenings are performed [illegible] registered nurse.

To make an appoin[illegible] call 375-5211, ext. [illegible]

One in [illegible] women in the [illegible] States will get breast [illegible] incidence has been [illegible] cent each year since [illegible]

The American Ca[illegible] recomm[illegible] practic[illegible] monthl[illegible] have [illegible] exam [illegible] have a mammogra[illegible] year af[illegible] 40 and [illegible] after [illegible]

The Idaho Statesman, Boise
March 22, 1989

WORKPLACE LITERACY

The gap between the skills needed for jobs and the skills that workers bring to jobs has been growing. Many workers find it difficult to follow complicated instructions or to adapt to new technology. To assist businesses in training their work forces to meet these challenges, the Idaho Partnership for Workplace Literacy has developed a job training program, which can be tailored to the specific needs of each business. The partnership includes a consortium of area vocational education schools, the Idaho Department of Employment, and Idaho Association of Private Industry Councils. North Idaho College offers the program to Panhandle businesses, governmental agencies, or non-profit agencies.

In designing a program, the Idaho Partnership for Workplace Literacy first determines exactly what skills employees need to meet management's goals. Then, it determines what skills employees presently have. Next, it designs a program to fill the gap between the skills the employer needs and its employees have. Finally, it arranges for the programs to be delivered on-site by qualified instructors from the business or from North Idaho College. Unlike general literacy courses, the program focuses on the specific skills needed by workers to perform jobs and are custom-made for each employer. To learn more about the program, call Allison Gilmore at 769-3450 or call North Idaho College's Vocational Technical School.

PANHANDLE EMPLOYMENT

April 1989

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Program brings training to workplace

By SUZANNE RICHARDS
Staff writer

COEUR d'ALENE — The gap between the skills needed for jobs and the skills workers bring to jobs has been growing.

As a result, many workers find it difficult to follow complicated instructions or adapt to new technology, Kathryn Tacke said.

Tacke, a Job Service Labor Market Analyst, said something is being done to correct the problem.

To assist businesses in training their work forces to meet these challenges, the Idaho Partnership for Workplace Literacy, which includes area vocational schools, the Idaho Department of Employment and the Idaho Association of Private Industry Councils, has developed a job training program tailored to the needs of each business, Tacke said.

The program is funded by a federal grant from the Department of Education and — in this area — is offered through North Idaho College to Panhandle businesses, nonprofit agencies and the government.

In designing a program, the Idaho Partnership determines the skills necessary to meet management's goals, defines the gap existing between these and employees' actual skills, and custom designs the training, Tacke said.

The programs are then delivered at the employer's site by qualified instructors either from the business itself or from North Idaho College.

Tacke emphasized that, unlike general literacy courses, the program is custom-made for each employer and focuses on the here-and-now, teaching practical skills that enable employees to perform specific job tasks.

There are several programs in progress in North Idaho that demonstrate the practical application of the program. Workers at Advanced Input Devices are being trained to develop computer literacy skills, for instance, said Dick Winn, training director for the State Office of Vocational Education.

Bonner County school district maintenance staff workers are learning computer skills necessary to operate new heating systems. "This is the kind of gap that can develop overnight whe new technology arrives on th scene, and suddenly th employee's knowledge and skill aren't up to date," Winn said.

At Potlatch Corp. in Lewiston educators are working with the union to qualify workers for apprenticeship training, which today requires a certain amount of mat and related skills. "Business an education working together can fi these gaps to the benefit of both th workers and the workplace," Win said.

NORTH IDAHO NEWS NETWORK Sunday, May 21, 1989

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LOCAL/REGIONAL

News of eastern and central Idaho

PRECARIOUSLY PERCHED FOUR stories above Shoup Avenue in downtown Idaho Falls, Reed Stewart drills into the side of the Idaho First National Bank building. He is preparing to mount a new sign that reflects the bank's name change to West One. Stewart, who works for Young Electric Sign Co., said he doesn't mind the height factor in his job. "You just get used to it," he said. (Post-Register/Randy Hayes)

Workplace literacy programs reported on rise

By DAVE FIELDS
Post-Register staff writer

More companies are taking workplace literacy seriously, holding training sessions to help employees read, write and to remain current on changing job requirements.

Good Samaritan Nursing Center is one local business that intends to provide math and reading classes for its employees, said Marti Felicione, Eastern Idaho Vocational-Technical School workplace literacy coordinator.

The program will be provided in cooperation with EIVTS. The school is offering workplace literacy consulting and testing services to local businesses and government agencies with funding from a federal grant.

"There's a definite loss to the future that illiteracy brings," Mrs. Felicione said.

From 20 million to 27 million American adults lack basic reading, writing and mathematics skills, she said.

The result is a growing burden on the country's social security system, a decreasing economic competitive edge over other nations and dimming hopes for the United States' future, she said.

Illiteracy may not be as prevalent in the Pacific Northwest as it is in other parts of the country, Mrs. Felicione said. But the problem here is still substantial, with 7 percent of the adult population functionally illiterate and 26 percent lacking high school degrees.

> Illiteracy may not be as prevalent in the Pacific Northwest as it is in other parts of the country, but the problem is still substantial, with 7 percent of the adult population functionally illiterate and 26 percent lacking high school degrees.

To reduce illiteracy, the federal government last year funded workplace literacy programs for selected city's and other areas.

Idaho was the only state to receive funding for a statewide program. The state received $120,000, all of which has been distributed to the state's six vocational-education schools in year-long programs.

Good Samaritan will begin holding math and reading classes this fall, spokeswoman Ann Wiersma said. The training is being set up after recent math and reading examinations found some employees lacking in these skills, she said.

The exams were given to determine employees' abilities, she said.

"The idea is to help them learn to read in a non-threatening way, knowing their jobs are not on the line in any way with workplace literacy," she said.

EIVTS is negotiating with six other area businesses to help them start similar programs, Mrs. Felicione said.

A 1988 survey of 2,000 corporations by the Center for Public Resources found that 75 percent of respondents had started remedial training programs for their employees.

But estimates are that corporate training efforts are only meeting about 5 percent of the need, Mrs. Felicione said.

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the pumice. That caused the pumice to break down and caused the surface to slump, he said.

The city has disputed that, as well as his contention that the pumice and its placement met city specifications.

The city contends BECO breached its contract in several ways, including failure to properly backfill and compact trenches after replacing water lines, failure to maintain public and private access to the area during construction, and failure to properly apply the sealcoat of oil and rock chips.

Chad Stanger, city public works director, testified early in the trial that he saw portions of a trench on Alameda Avenue open for about two weeks, while the contract required that no trench be open for more than 48 hours. That open trench blocked driveways and prevented all vehicle traffic, he said.

The contract allowed 60 working days for the project, with a completion date of July 26, 1985. Two change orders during construction moved that to about Aug. 8 of that year, Stanger said.

In August of 1985 the city began charging BECO liquidated damages of $200 per day on the project, eventually retaining $14,000 on the job. The city

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Finnish envoy visits Gem State

Wilson to be sentenced in St. Anthony on Friday

EIVTS program aims to cut illiteracy on the job

By DAVE FIELDS
Post Register staff writer

Eastern Idaho Vocational-Technical School officials are trying to decrease workplace illiteracy by offering businesses special instruction for employees.

The authors of a recent University of Idaho study estimate that 7 percent of Idahoans over age 16 are illiterate. An American Library Association study says as many as 60 million adults nationwide may be functionally illiterate — unable to perform daily tasks such as reading a job application, balancing a checkbook or understanding a technical manual.

Illiteracy diminishes worker productivity and can cause on-the-job accidents and equipment breakdowns, said Marti Felicione, EIVTS workplace literacy coordinator.

Beginning in January, EIVTS will offer workplace literacy training. Funded with a federal grant, the program will run through 1989.

The program will cover basic adult education, technology changes, computation and communication, and English as a second language.

"It really will save the company money," Mrs. Felicione said.

The program is a cooperative effort among EIVTS, Job Service and the Private Industry Council.

"Employees will learn to read what they actually have to read on the job," she said.

Companies that could have a strong interest in the program include food processing, timber, and mining, and service industries such as hotels and nursing homes, she said.

Many food processing companies need English instruction for their Spanish-speaking migrant workers, she said.

'The skill level needed in jobs is getting higher and higher, and if people want to remain employed, they need to increase their skills.'

Marti Felicione, EIVTS

INEL contractors could also benefit, Mrs. Felicione said.

For businesses that do not receive federal funds, the grant will pay 80 percent of training costs. The business will pick up the other 20 percent.

For federally funded companies, such as Idaho National Engineering Laboratory contractors, the company must pay all training costs.

Mrs. Felicione said she will provide consulting services and conduct some testing at no cost.

Managers of participating businesses will meet with Mrs. Felicione and a Job Service official to determine company needs. Companies may request that their employees be tested to gauge their skill levels.

"The results are very confidential that we get," Mrs. Felicione said.

A literacy program will be designed to bridge gaps between employees' skill levels and job requirements. Instruction may occur either on the job or at EIVTS.

"The skill level needed in jobs is getting higher and higher, and if people want to remain employed, they need to increase their skills," she said.

Employees may also receive General Educational Development certificate instruction.

Length of training will depend on company needs. Mrs. Felicione said she has found through her work as a GED instructor that most workers can only absorb 1½-hours of instruction each day after work.

No businesses have enrolled in the program, said Mrs. Felicione, who began promoting it in November.

The training will be conducted by an EIVTS instructor or by someone provided by the company.

All six of Idaho's vocational-technical schools have received part of the $120,000 grant provided by the U.S. Department of Education for the program.

Another $29,000 was provided by the federal government for child care costs. Workers who take literacy classes during non-working hours may be reimbursed for licensed child care costs.

EIVTS has a child care center that will be opened in the evening for students in the program if a need arises, Mrs. Felicione said. The center is limited to 15 children.

State vocational education officials estimate that the workplace literacy program could serve 40 businesses statewide. In EIVTS' service area, that number would be about seven.

Once the grant money is gone, no more instruction can be provided, although Mrs. Felicione said she would continue serving as a consultant.

If there is a great demand, EIVTS could schedule special programs on campus or in outlying areas, she said. EIVTS already has regularly scheduled basic adult education programs and GED instruction programs during the day and evening.

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MONDAY, APRIL 3, 1989
THE SPOKESMAN-REVIEW
PAGE A6
THE NORTH IDAHO HANDLE

New training service helps Idaho workers keep up with change

By Cynthia Taggart
Staff writer

COEUR d'ALENE — North Idaho workers, like workers all over the nation, need help keeping pace with technical demands, Allison Gilmore says.

Gilmore plans to provide that help by taking training courses into job sites in the five northern counties.

"It used to be people could make a decent living at an ordinary job with a fourth- or eighth-grade education," she said. "Not anymore. Now the most basic jobs are computerized."

Gilmore is the Panhandle's coordinator of a new Workplace Literacy program offered through the U.S. Department of Education. The program channels federal funds to projects that promise to upgrade the skills of a large number of workers.

While many small projects throughout the nation received the federal funds, only Idaho received $292,000 for a statewide project, Gilmore said.

The state's Consortium of Area Vocational Education Schools, Private Industry Council and Job Service division of the Department of Employment banded together to apply for the money. They submitted a cooperative project that would benefit the entire state, she said.

"A real lack of skilled workers is a big problem to the economy and to employers," she said. "And many employers don't have the resources to meet the training demands. Things have gotten very complicated."

This year, the consortium established work-place literacy coordinators at North Idaho College, Lewis Clark State College, Boise State University, Eastern Idaho Vocational Technical School, Idaho State University and the College of Southern Idaho.

The goal of the program is to raise the level of productivity throughout the state and provide workers with skills they need to retain or be qualified for jobs, Gilmore said.

"The definition of literacy is different now," said Lee Fields, manager of the Job Service office in

(See Training on page 7)

Training

(Continued from page 6)

Coeur d'Alene.

"More skills are demanded and we need to teach those so people can stay on their jobs," said Fields, who works closely with Gilmore on the project.

One of the first projects approved in the state is in Nampa, where municipal employees need to learn the math skills necessary to compute the flow in the city's new water system, Gilmore said.

The program in the five northern counties is just beginning. Gilmore, an adult basic education teacher from Bonner County, started assessing the Panhandle's work-place literacy in October.

She found that the region's greatest need is for computer training. The basic computer classes at North Idaho College, where Gilmore's office is located, are full. Waiting lists for the classes also are full, she said.

And for many workers, night classes are an impossibility.

"Some people can't afford to take the classes, or can't afford the day care," Gilmore said. "That's why this program is so great. The grant includes funding for child care."

During her first few months, Gilmore has spread the word to North Idaho employers that she will tailor a skills-upgrading program to their needs. Job Service's Fields also shares news of the Workplace Literacy program with employers who contact her.

Under the program, Gilmore will compare the skills of workers at a particular job with the skills they need to perform properly. She will create an on-site training plan to meet the new job demands.

For example, the Bonner County School District recently computerized the heating systems in its schools. But district custodians, for the most part, had no experience with computers.

After hearing a presentation from Gilmore at a local Chamber of Commerce meeting, district officials pulled together a proposal. It was the first Gilmore received and she is working on a training plan now, she said.

Gilmore's services aren't free. Employers must contribute 20 percent of training costs, but not necessarily with cash. Employers can meet that obligation through donations of equipment, materials and time, Gilmore said.

Once the program is rolling, Gilmore believes, it will be widely used by area employers. It does have one obstacle to overcome, though.

"It's difficult to get people without skills to admit they need help. They're afraid it will endanger their jobs," she said. "If I could wish for anything, it'd be a wand that would do away with the stigma of retraining."

For information on Workplace Literacy, call 769-3368 in Coeur d'Alene.

JOB SERVICE INVOLVEMENT IN EDUCATION

You may have thought that Job Service was defined only in terms of a labor exchange, but as it becomes increasingly apparent that America needs better prepared workers, Job Service is also working to meet that need.

In a cooperative linkage with area vocational schools and with the business community, Job Service operates programs funded through the Job Training Partnership Act (JTPA) which provides training opportunities to the unskilled or semi-skilled.

The JTPA program uses federal dollars to enroll eligible students into vocational school programs and also to subsidize employers who hire eligible workers and train them on the job.

Through JTPA, hundreds have received classroom training to help them compete in the labor market. Training has ranged from remedial course work to obtain a High School Equivalency Diploma all the way to such things as completing a full-time program in electronics.

Training on the job has mirrored the diversity of jobs found in the community, from custodial work to manufacturing technology.

Part of the JTPA Program is targeted exclusively to high school youth who have little or no work experience. Employers who commit to hiring upon completion of training can have a youth work in a part-time "try-out" arrangement for up to 250 hours, with the wage paid by the program.

Job Service is working with Eastern Idaho Vocational Technical School (EIVTS) to decrease illiteracy in the work place. This program is called Workplace Literacy and will address needs in basic adult education, technology changes, and English as a second language. Representatives from Job Service and EIVTS will meet with company officials to determine their needs. EIVTS will then design a literacy program to bridge gaps between employees' skill levels and job requirements. Training may take place on the job or at EIVTS. This project is funded through a federal grant.

The State Division of Vocational Education has received 8% funds from the Job Training Partnership Act (JTPA) and from the Carl Perkins Act. These funds are being used to develop a pilot project known as the Teen Parent Program. School District 91 and EIVTS, along with Job Service, are assisting pregnant teenagers and/or teen parents to stay in school and obtain their high school diploma.

Participants receive classes directed towards pre-natal health and parenting skills, along with regular core class requirements. Day Care is provided for these students free of charge. Job Service provides employment and vocational counseling. All participants are provided with labor market orientation, job finding skills, interviewing techniques, and application and resume completion.

Job Service develops work sites for those participating who need to work because of financial need. They are placed in an employment setting directed towards their career goals. JTPA pays the wage during the training period for these individuals.

If you would like to know more about the services that are available to you, contact your local Job Service office:

Idaho Falls	525-7000
Pocatello	233-3821
Blackfoot	785-2200
Salmon	756-2234
Rexburg	356-4451

Studer hired to head literacy program

Brent W. Studer

Brent W. Studer recently joined Lewis Clark State College School of Vocational Technical Education as the Workplace Literacy Coordinator and Business and Industry Assistant Training Coordinator.

Brent holds a Bachelor's Degree in Management Technology from Lewis-Clark State College as well as having received training in Heavy Equipment Repair from Spokane Community College.

Brent, his wife Verna, and their two sons Ben and Tim, who are originally from Bonners Ferry and Lewiston have recently moved back to Lewiston from Yakima, Wash. Brent and his family are glad to be back in the valley.

Brent was most recently a supervisor at S.S. Steiner, Inc., a hop pelleting plant in Yakima. His other management experiences include shop foreman for a farm equipment dealership and assistant manager for a hop farm in North Idaho. Brent also worked as a mechanic and machinist welder in the logging and farming industries.

Lewis Clark State College Today
is published by the LCSC
Alumni Association
Lewis Clark State College
8th Avenue and 6th Street
Lewiston, Idaho 83501
Editor: Darcie Hart Riedner
Photographs: Tom Matney,
Susan Foushee; LCSC
Media Center

Workplace Literacy Programs
Available in Eastern Idaho

by Marti Felicione, Eastern Idaho Vo-Tech
and Dean Hoch, Idaho State University

Workforce Trends by the year 2000

- *Jobs will require more sophisticated skills.*
- *Most jobs will require some education beyond high school.*
- *Fewer jobs will be in a low skill category.*
- *Technology will have changed the content of most existing jobs.*
- *Competitiveness in a global market will be essential.*

A workplace literacy program will begin January 1, 1989 throughout the state of Idaho. This exciting, first-of-its-kind, federally funded project provides employees with customized instruction they need to use computation and communication skills in the context of the workplace.

Workplace literacy is a partnership between education, industry and labor and is a result of the state's commitment to helping its citizens lead productive and independent lives by acquiring skills necessary for successful competition in the job market.

Any business (service or product), governmental or private agency in the state of Idaho may take advantage of this service which includes (1) an on-site analysis of the employer's needs as to their employees' skills, (2) assessing current employee skill levels, and (3) providing a course of study to school personnel.

The workplace literacy program may provide instruction at the actual job site using materials that are used on the job. Instructional areas include reading proficiency, communication skills (written and oral), problem solving or reasoning skills, and upgrading technical skills needed for the workplace. Child care is also available by licensed child care providers for employees who take classes during non-working hours.

The benefits to the employer from this project are enormous: increased job proficiency, increased productivity, increased quality of product, reduced on-the-job accidents, and reduced absenteeism. In addition, promotability and mobility are increased in current employees — providing employers with a ready workforce to meet the needs of a changing market place.

Workplace Literacy is a joint endeavor of the Private Industry Council, Job Service and the Vocational Schools throughout the state of Idaho. If you are interested in learning more about this project or participating in the program, please call Marti Felicione at Eastern Idaho Vocational-Technical School (524-3000); or Dean Hoch at Idaho State University (236-4092).

Marti Felicione and Dean Hoch are the Workplace Literacy Coordinators for Region 6 and 5 and will be traveling throughout these regions with Job Service representatives to meet with employers and answer any questions about the Workplace Literacy Program. The Workplace Literacy Coordinators have been trained to make on-site job analysis and employee assessments to provide a maximum benefit to the employer. Early entry into the Workplace Literacy Program is encouraged because there is a set budget statewide.

Se habla espanol

Law officers scaling language barrier

David Beckman
Post Register

Early in her career, patrol officer Zuella Nelson pulled a young Hispanic woman over on a traffic violation. The woman spoke no English, and Nelson said she didn't understand any Spanish.

"We were totally unable to communicate," Nelson said. "Our attempts were useless."

Although the woman indicated a willingness to cooperate, many attempts to communicate failed, Nelson said, and she let the woman go.

"It was extremely frustrating," Nelson said.

She decided at that point it was necessary for her to learn at least some key Spanish phrases, she said.

Daniel Rodriguez, Idaho Falls area manager for the Idaho Migrant Council, estimates the Hispanic population in the southeastern portion of the state numbers around 10,000, or about 10 percent of the population. Rodriguez said communication problems for Spanish-speaking Hispanics are more likely since the federal amnesty program. He said he often hears of problems.

"If a Hispanic who doesn't know the (English) language is confronted with a police officer, he or she tends to clam up. They are scared and intimidated," Rodriguez said. He said he is all for Spanish lessons.

Only four of 66 Idaho Falls police officers claim fluency in Spanish. But since November, up to 30 city and county law enforcement officers have been taking Spanish classes at Eastern Idaho Technical College in a program especially tailored for police. The classes, financed by a federal grant, end in March.

Mary Ann Moberly established and teaches the course. She learned the language in Costa Rica 25 years ago, where she lived for six years after marrying a native of that country. The way she learned Spanish is now the way she

See SPANISH, Page B-2

SPANISH

From Page B-1

teaches it — by ear.

"My students come out of the class in 10 weeks speaking an acceptable level of Spanish to communicate," she said, though she acknowleges the Spanish they speak may not be grammatically perfect.

The course involves 30 hours of classroom work, four hours a week for eight weeks. Others who have taken the class are emergency medical technicians and Motor Vehicle Department employees.

"The community is fortunate law enforcement officers care enough to learn the language," she said. Twenty years ago, she said, she was unable to inspire any interest.

"I didn't realize how much I didn't know — both about the language and the culture," said Nelson, 31, who has been with the Idaho Falls police force for seven years.

For example, she has learned it is considered inappropriate to approach a female member of a Hispanic family for questioning before speaking to the men, who are considered the authority figures.

She said she learned key phrases, such as how to request a driver's license, car registration and proof of insurance. She said she also knows enough to understand simple replies. But she said she would like to learn more.

Police work is not the only place where Spanish is being heard more often. In Magistrate Court, defendants hear videotaped information in both English and Spanish. Both Magistrate and 7th District courts in Bonneville County have a court-appointed interpreter on retainer.

Adalina Chambers interprets for defendants in both courts, District Court Clerk Sandy Grover said.

Sheila [illegible]er assumed she was deaf like all the rest of her family. Everyone else thought so too. She was ~~eight~~ seven years old before her teachers first realized she could hear, ~~nine~~ 7½ before she uttered her first word. And as Sheila struggled, alone and rejected, to cope in the outside world of the hearing, she sometimes cursed the miracle that had made her so different from all the people she loved

Sheila Palmer

From left: Sheila, Sharon, Joshua and Julia as toddlers

Sheila, *left*, and twin sister Sharon, smile happily as they set out for school, where they met with frustration and pain.

'You're not like the rest of us'

I was born into a world of silence in ~~Northport~~ Kingsport, Tennessee, where my family lived, people believed we were cursed. Our neighbors shunned us, their kids were banned from playing with us and most people made fun of us. In our pain, we were left alone, with just each other and our household pets and barnyard animals

not so

As far back as anyone could remember my family had suffered from Waardenburg's syndrome, a genetic disorder that robs the sufferer of both speech and hearing

Like generations before them, my twin sister Sharon and my younger brother Joshua and sister Julia are deaf, as are my parents, grandparents, aunts or ~~cousins~~. They have never known the joy of waking to the chirping of a robin, never thrilled to the strains of a symphony.

sisters

Yet I'm different. I can hear. I may always have heard the quacking of my pet duck, but it was many years before I could understand sound Like most deaf people I responded only to vibrations, as I'd seen my family do.

When we were ~~seven~~ Six, Sharon and I were sent to public school. Our first-grade teacher treated us as oddities. Not knowing what to do with us, she ignored us The result was inevitable. we failed every subject

Dad was furious when he saw our report cards He stormed over to the school

I just wanted to be deaf, the same as my family

with us in tow and wrote angry notes to the principal while Sharon and I stood by fascinated and confused

The principal later took us to a room for a hearing test. The instructor spoke to me, trying to determine if I could hear. She spoke English, but I didn't know a word of the language. I just stared blankly at her. Sharon and I failed the test.

The test results, on top of my father's demands, led the principal to suggest a special school

That fall dad enrolled us in the Tennessee School for the Deaf. Although I didn't realize it, our teachers could hear and speak. They signed while working with students, but among themselves they moved their mouths and uttered strange sounds. Their seemingly bizarre antics intrigued me.

Especially engrossing were the times they picked up a funny black gadget and made noises into it They looked crazy; I'd never seen a telephone.

One night after Sharon was asleep, I lay in my bed thinking about the strange black instrument and the noises my teachers made into it. Shielded by the darkness, I opened my mouth and formed my lips as I'd seen them do. Then I tried making sounds

My dorm counselor heard me and came rushing into the room "Talk!" she urged in sign language I was scared I buried my head in my pillow

dorm

After that incident, Sharon and I were again given hearing tests This time, as if by reflex, my hand flew up with every sound the instructor made Still I had no idea I could hear.

My teachers began to treat me differently They took time to encourage me to speak. Once ~~she~~ a dorm Parent passed out candy to everyone in the ~~class~~ but me. She signed to me, saying, "You'll get candy if you talk " I couldn't . . . I wouldn't. I was terrified

That Friday I returned to my room to find my mother waiting and my suitcase packed "Sheila," Mom signed to me, "you're different. You're not like the rest of us: you're not deaf. I have

Our neighbors shunned us, their kids were banned from playing with us and most people made fun of us

this was told to me in the car on our way home.

to take you to a school for hearing kids."

At that moment my world shattered. I was being kicked out of a school where I felt secure I didn't want to leave. I didn't want to be different. I just wanted to be deaf, the same as my family.

In spite of my protests my family re-enrolled me in the school where Sharon and I had wasted our first year. It was one of the most painful periods of my life. I was truly, desperately alone. The kids shunned me or made fun of my "disability." I was an outcast, accepted by neither the hearing nor the deaf world.

there were no protests

Although I'm ~~39~~ 43 I can

Now 44

Sheila, center, with husband Jim and kids.

The instructor spoke [illegible]lish, but I didn't know a word of the language. I just stared

still remember speaking my first word as clearly as though it happened yesterday. Mrs. Maxwell, my teacher, was the kindest, most patient person I've ever known, and she was determined to draw me out of my silent shell

For months Mrs. Maxwell had tried unsuccessfully to woo me into talking. Then one day, toward the end of the school year, she held up a picture of an orange to ~~the class~~. Suddenly, like an amnesiac being jolted back to full memory, everything clicked: the picture, the fruit, the sign for the word all came together. I opened my mouth and out tumbled the word orange. To this day I don't know who was more astonished, Mrs Maxwell, ~~my classmates~~ or me

That first word propelled me into the strange new world of the hearing. Now there was no turning back. But not even Mrs. Maxwell's kindness prepared me for the difficult road that lay ahead

Learning to talk was the most challenging, frustrating experience of my life. My tongue was clumsy, awkward and fumbling. In frustration and self-consciousness I developed a stutter.

I carried my speech impediment through school and failed classes because it took me a while to grasp things. My feeling of self-worth was non-existent.

Then, in the eighth grade, I learned I could be as capable as my fellow students if I set my sights on a particular goal and followed it through to completion. My civics teacher offered A's for the entire semester to anyone who could recite from memory the preamble to the Constitution.

I'd never earned an A and wanted one desperately. But the challenge was daunting.

I worked for weeks, often wondering whether I'd bitten off more than I could chew. I learned difficult pronunciations by listening to students and repeating the words over and over to myself until they flowed smoothly. I spent the entire semester studying, and I got my first A

My other problems weren't as easily solved. School was a lonely experience. I made my first friends in the ninth grade, but soon I was hurt and disillusioned when one day I overheard them making fun of my still-faltering speech

That incident, painful as it was, gave me the incentive to set my sights on yet another goal: flawless speech. I read avidly from books, newspapers, magazines, anything with the written word. Sitting in front of a mirror, I'd watch my mouth form and utter the words Occasionally I became discouraged by my progress But every new snicker and unkind remark spurred me on with greater determination. By gradua~~tion~~ I spoke as flawlessly as my classmates I'd achieved what most people thought was impossible.

I went ~~on~~ to 5 semesters ~~graduate from Abilene University~~ Abilene Christian University in Texas, and today I'm a nationally certified ~~teacher~~ Interpreter for the deaf.

I've also set myself a two-pronged goal for the future: to dispel the myths people have about the hearing-impaired and to make sure my own two children, who are also handicapped, never face the pain and frustration I experienced trying to get where I am today. ✿

not True

The unfortunate legacy that Sheila escaped

Caused by a genetic defect, Waardenburg's syndrome is characterized by deafness, a patch of white hair, color differences between the eyes and white spots on the skin. Anyone with the gene stands a 50 percent chance of passing it on to his or her children.

There is no known cure but researchers at Boston University School of Medicine are trying to determine the gene's location. They urge families with the syndrome to help in the study.

Doctors are mystified that Sheila, given her family history, escaped inheriting the syndrome.

by Sheila Palmer as told to Theresa Reeder

Photos: Teri Harms and Sheila Palmer

NEXT WEEK: She painfully came to terms with her husband's Alzheimer's

Woman's World Oct 17, 1989

Reader's Digest - Jan 1989

Far too many scam school operators are exploiting America's neediest kids and their dreams for a new start in life. They promise education and jobs but rip students off, leaving them deep in debt—with taxpayers picking up the tab

Scandal in Our Trade Schools

By Trevor Armbrister

In Chicago, in 1987, an unemployed mother named Maria T. Ramos signed up for a business course at the Illinois School of Commerce. According to a complaint brought by the State of Illinois against the school, the man who recruited her promised to repay her government-guaranteed student loan if she could not pay it and to find her a high paying part-time job immediately. Once she started class, however, she found that the school did not provide such jobs. Angry, she tried to withdraw. For two days of instruction, she still owes approximately $1300.

- According to sworn statements, teachers at the Robert Fiance Institute in Miami noted the names of students who were not in class and marked attendance records accordingly. When they saw those records again, the "absents" had been whited out, enabling the school to receive federal funds that are tied to class attendance.
- New Jersey requires a high-school diploma or General Educational Development (GED) certificate for a cosmetologist's license. No such credential is required of the thousands of aspiring beauticians who borrow millions to attend classes at beauty schools in that state. "Those who finish can't be licensed unless they get a GED, and few do," says Lutz Berkner, an official of the New Jersey Department of Higher Education. "The

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schools say students can get jobs in beauty shops doing wash and prep. You don't need to go to school and get $2500 in debt to do that."

They call themselves schools, learning centers and colleges. They promise career training. But too many of America's 5000 accredited profit-making trade, business and beauty schools do not deliver the education they promise. Too many of the two million students enrolled in these "proprietary" schools are dropping out and defaulting on their loans, leaving taxpayers a bill that will exceed $560 million this year.

"At an increasing number of these schools," says Van Phillips, the U.S. Department of Education's chief investigator in Atlanta, "the fraud is out of control." The worst of the proprietary schools regularly entice disadvantaged kids to sign up for courses they can't possibly complete, offer courses that don't lead to jobs, and alter grades, attendance records and loan applications to bring in federal funds. Former Secretary of Education William J. Bennett describes the owners of such schools as "sharks, destroyers of the American dream."

Many proprietary schools, it is important to note, deliver on their promises. In Cleveland, for example, the Ohio Auto/Diesel Technical Institute graduates 650 students a year. The school's federal-loan default rate is under five percent, and employers flock there to hire mechanics who know their stuff. In California, 97 percent of the eligible graduates from the Fashion Institute of Design and Merchandising go on to full-time positions, often in high-paying jobs. In Pennsylvania the Gordon Phillips Schools train beauticians who, two years after graduation, can earn between $25,000 and $50,000 a year. Unfortunately, the reputation of good proprietary schools has been soiled by a growing band of fast-buck artists.

Until 1976, proprietary-school students could not receive government-guaranteed bank loans or Pell Grants (stipends for needy students) unless they had graduated from high school or possessed a GED. Then Congress let schools admit anyone who had an "ability to benefit." Who would make that determination? None other than the schools themselves.

Enrollments soared. So did outlays from the U.S. Treasury. In 1976 Pell Grants to students at proprietary schools totaled $82 million. By 1987 they had climbed to $890 million. Guaranteed Student Loans—an estimated $436 million in 1979-80—have exploded to $2.4 billion today. And since 1981 the default costs have skyrocketed by more than 600 percent.

Tuition costs are pegged to the amount of federal aid available; the schools depend on Washington for as much as 98 percent of their revenue. The temptation to cash in on this federal-aid bonanza has led

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to widespread abuses. Here are the most common:

Shameful recruiting practices. In order to qualify for federal funds, a proprietary school must be recognized by an accrediting body such as the Association of Independent Colleges and Schools (AICS). Accrediting groups have ethical recruitment standards, but some "problem" schools pay them no heed.

In Miami last year, 21-year-old Carlson Wilson was approached by a recruiter from the Robert Fiance Institute who offered him $5 for signing some papers at a branch office—in effect enrolling him in the school. To Wilson, a tenth-grade dropout, it seemed like a good deal, and the moment he signed, he received his $5. Then came the bad news: notices from a loan service in Denver that he owed $4055 on his "student loan."

"He didn't go to school," his mother told the Miami *Herald.* "Not one hour."

Fraudulent admissions policies. "Every day I meet ex-offenders who are enrolled in courses where they can't possibly succeed because their basic skills are so low," says Lynne Ornstein, executive director of New York City's Fortune Society, a private group that helps former prisoners adjust to civilian life. "We tested a woman in an executive-secretary program. She had a first-grade reading level."

The U.S. General Accounting Office found that 732 of the 1165 trade schools it studied for program year 1980-81 admitted students "who did not meet" the Department of Education's minimum requirements. Seventy-four percent of these students dropped out.

At the Memphis (Tenn.) School of Commerce, according to a 1988 Department of Education Inspector General report, "testing was manipulated to enroll students of questionable ability to complete the training paid for by federal funds. In 63 of the 86 instances where students were enrolled but had failed the entrance test, incorrect answers were counted as correct."

Financial-aid flimflam. Once students sign up, school officials usually take care of the financial-aid paper work. In Boston in 1986–87, seven former Wilfred Academy admissions counselors pleaded guilty to charges that they aided students in making "fraudulent statements" on applications for student aid. In Phoenix, teachers alleged that students at Arizona Career College (now bankrupt) were given grades and credits for courses they had never taken so that the school could rake in additional federal dollars.

But few schools can match the tactics of the four Robert Fiance Institutes in Florida, whose top executives—New York City businessmen Rocco Ferrara and Robert E. Porges—viewed student-aid programs as a license to steal. In fiscal year 1988 they received approximately $50 million in grants and loans from the government.

Under instruction from Porges,

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according to a class-action suit filed last September, school officials told students that *all* the money for their tuition was coming in the form of grants, never mentioning loans. In a sworn deposition, former financial-aid coordinator Evelyn Santi explained that Porges had told her, "If you see that one student is a little smarter than the others, forget about the loan application. Sign it for him after he leaves."

Churning students out the door. Last spring Vietnam vet Tommy L. Wells enrolled in a word-processing course at a proprietary school in Ohio. Unemployed, with a wife and two daughters, he wanted desperately to get off welfare. But he couldn't type. School officials promised to teach him.

Within weeks he received $4600 in grants and loans and signed over the checks to the school. Suddenly the atmosphere changed. As Wells explained: "When I asked for help, they refused to give it. They used racial remarks to try to make me walk out of class. They said they would flunk me no matter how hard I tried."

"A school can earn more money by emptying seats quickly," explains Leonard Bozza, a former official of the New York State Department of Education. In some states, tuition-refund laws encourage this behavior. In Illinois a school can keep 70 percent of the tuition after a student has completed 25 percent of the course.

Poor-quality instruction. At too many proprietary schools, teachers know little about the subjects they are supposed to discuss. Course curricula don't exist; neither do books and other vital materials. Testifying before the New York State Consumer Protection Board, the leader of one Hispanic group addressed the problem bluntly: "Some of the teachers we have found in these schools cannot read themselves."

Low job-placement rates. According to the 1988 Department of Education Inspector General report, Memphis School of Commerce officials boasted that they placed 90 percent of their graduates. The correct figure was closer to 13 percent. Of some 700 students enrolled in a computer-programming course at Adelphi Institute (no connection with Adelphi University) in Brooklyn, N.Y., only 11 found jobs that bore any relation to the training they'd received.

AT THE FEDERAL LEVEL no one was more forceful than Secretary Bennett in calling attention to the problem schools. But Congress and powerful lobbyists opposed him at every turn.

Superior Training Services of Indianapolis specializes in truck-driver training courses. Its chairman, Gary L. Eyler, kept a $6-million jet—dubbed the Senate Shuttle in the Indianapolis *Star*—which he frequently used to ferry politicians where they wanted to go. Among his passengers: Senators Robert Dole (R., Kan.), Paul Simon

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(D., Ill.), Alan Cranston (D., Calif.), Dan Quayle (R., Ind.) and Edward M. Kennedy (D., Mass.).

In April 1987 Eyler flew in Kennedy, chairman of the Senate Committee on Labor and Human Resources, for a $1000-a-plate Kennedy fund-raiser. Soon after, Eyler had a problem. The State Student Aid Assistance Commission of Indiana was refusing to guarantee loans for the home-study portion of Superior's courses. It didn't think the law, which had been supported by the Senate committee, required it to do so. This meant that two-thirds of the school's tuition costs would not be guaranteed.

In Washington, D.C., lobbyist Robert Herbolsheimer recounted the predicament to committee staffers and asked for a "clarification" of the law, explaining that programs at Superior and at other members of the National Home Study Council (of which Eyler was a director) would be in jeopardy unless action was taken. On August 14, five Senators, including Kennedy and Quayle, sent a letter to Bennett informing him that for loan guarantors to discriminate against schools with on- and off-campus instruction "is inconsistent with Congressional intent." Reluctantly, Bennett agreed and so informed the appropriate agencies. (In September 1988 the U.S. Department of Justice sued Superior for $366 million, charging fraudulent admissions procedures, among other violations. The company denied the charges.)

Lobbying can work wonders, but the worst proprietary schools also benefit from Department of Education inaction. In 1981 it conducted 1058 "program reviews" and assessed fines and liabilities of $16.4 million. By 1987, those totals had plummeted to 372 and $2 million, respectively.

One reason is that Education is understaffed. Its regional office in New York City has only three employees to monitor 800 schools. Seattle's regional office has four reviewers to cover four states.

The record of many state agencies is not significantly better. No state provides enough resources. In Arizona the State Board for Private Postsecondary Education, which is funded by the schools, has no paid investigators on staff. In Florida the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools has a staff of four to check 389 schools.

With loan defaults for proprietary schools projected to reach $1 billion for 1993, and with new students being victimized every day, the time for reform is long past. Last spring Secretary Bennett urged Congress to repeal the "ability to benefit" provision and require all students to possess high-school diplomas or GEDs before obtaining federal aid. He proposed rules that would tighten up refund policies and allow the Department of Education, beginning in 1991, to limit, suspend or terminate any institution with a default rate above 20

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percent from participating in federal financial-aid programs.

Congress has yet to take final action to resolve these problems.

Madeline Polanco, a 17-year-old mother of two, was studying computer programming at Adelphi Institute. She broke into tears the day she arrived at school to find the doors padlocked because Adelphi had declared bankruptcy. She doesn't know how she's going to pay the $3000 she owes. "I feel ripped off," she says. "The government knows about thousands of people like me, and yet it's still allowing the schools to take our money."

Concludes Phoenix attorney Jerry Davich, who has represented scores of victims of scam trade schools, "It isn't just a matter of fraud. It's inhumanity. Somebody, somewhere, ought to have a sense of shame."

* * *

Time Warp

I was sitting for a long time in the doctor's crowded waiting room, thumbing through a bunch of magazines at least two years old. A patient who was about to leave looked around the room at the rest of us and said, "Believe it or not, those magazines were up to date when I first came in."

—Contributed by Frances J. Eberhard

After waiting over three frustrating hours at the airport for the arrival of a plane that had been delayed in takeoff, a man approached the boarding desk and asked for an arrival-time update. He was concerned because he was meeting his nephew and this was the boy's first flight.

"How old is the boy?" the airline representative asked solicitously.

"He was six when he left," the man replied sharply.

—Contributed by Thomas J. Doran

Truth to Tell

There's nothing like having the electricity go out to put the good old days in proper perspective.

—JoAnn Thomas in Door County, Wis., *Advocate*, quoted by Debbie Adams in Milwaukee *Journal*

Just when you get to the point where menu prices don't matter—calories do. —*Changing Times, The Kiplinger Magazine*

If you were around the last time short skirts were popular, you shouldn't be wearing them this time. —Gigi Mahon in *New York*

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IT PAYS TO ENRICH YOUR WORD POWER®

Guest host for this month is Chrysler Corporation chairman Lee Iacocca, a straight talker who knows how to pack a wallop with his words. He said that he began building his vocabulary early by reading "Word Power" and exchanging verbal spars with his classmates. Here are some of Iacocca's words, which he selected for the test. How much mileage can you get out of them? Turn the page to find out.

By Peter Funk

1. **aspire** *v.*—A: to animate. B: aim for. C: end. D: pretend.
2. **meddlesome** *adj.*—A: spirited. B: fretful. C: interfering. D: fainthearted.
3. **albatross** *n.*—sea bird symbolizing A: persistent difficulty. B: ecstasy. C: effortless achievement. D: lost treasure.
4. **permeate** *v.*—A: to firm up. B: rearrange. C: force an opening into. D: spread through.
5. **consortium** (kun SOR she um) *n.*—A: monopoly. B: partnership. C: illegal transaction. D: rental unit.
6. **laissez-faire** (LEH say fair) *adj.*—A: easy come, easy go. B: at rest. C: unregulated. D: harmonious.
7. **divisive** *adj.*—A: dishonest. B: roundabout. C: candid. D: disruptive.
8. **ad hoc** *adj.*—A: for this purpose. B: unreal. C: possible. D: confidential.
9. **harbor** *v.*—A: to encourage. B: keep in one's mind. C: reinforce. D: lose sight of.
10. **tout** (TOWT) *v.*—A: to oppose. B: suppress. C: deceive. D: praise.
11. **catharsis** *n.*—A: result. B: intensity. C: weakness. D: purification.
12. **envisage** (en VIZ ij) *v.*—A: to visualize. B: plan for. C: idealize. D: surround.
13. **contentious** *adj.*—A: relevant or pertinent. B: controversial. C: full. D: quiet.
14. **exacerbate** (eg ZAS uhr bate) *v.*—A: to analyze carefully. B: make worse. C: uncover. D: argue.
15. **rag** *v.*—A: to humiliate. B: challenge. C: tease. D: clean up.
16. **watershed** *n.*—A: fluid situation. B: protective arrangement. C: small waterfall. D: decisive turning point.
17. **reparation** *n.*—A: making up for a wrongdoing. B: severe punishment. C: a pulling apart. D: redistribution.
18. **homogenize** *v.*—A: to weaken. B: blend. C: adapt. D: separate.
19. **faze** *v.*—A: to fluster. B: fade away. C: dominate. D: gloss over.
20. **temper** *v.*—A: to drive to distraction. B: synchronize. C: mold. D: moderate.

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The Literacy Gap

To close it—and to open the eyes of millions of workers—U.S. companies are spending hundreds of millions every year as educators of last resort

Anyone who has hired new employees or tried to retrain veteran ones is painfully aware of the problem. As much as a quarter of the American labor force—anywhere from 20 million to 27 million adults—lacks the basic reading, writing and math skills necessary to perform in today's increasingly complex job market. One out of every 4 teenagers drops out of high school, and of those who graduate, 1 out of every 4 has the equivalent of an eighth-grade education. How will they write, or even read, complicated production memos for robotized assembly lines? How will they be able to fill backlogged service orders? Already the skills deficit has cost businesses and taxpayers $20 billion in lost wages, profits and productivity. For the first time in American history, employers face a proficiency gap in the work force so great that it threatens the well-being of hundreds of U.S. companies.

RAISING THE STANDARD

POLAROID	UNISYS
[illegible]	[illegible]
[illegible]	[illegible]
PLANTERS NUTS	HEWLETT PACKARD
[illegible]	[illegible]
$40,000	$22,000

More and more American corporations have responded to the literacy crisis by adding school bells to their time clocks. In the past decade, the price tag for remedial employee training in the three Rs has reached $300 million a year. More than half of FORTUNE 500 companies have become educators of last resort. As a result, employees are cracking the books as never before, even during work hours.

At an annual cost of [illegible]50,000, Aetna Life and Casualty teaches 500 employees basic reading, writing and arithmetic in its gleaming eight-story Institute for Corporate Education in Hartford. Since 1982 the General Motors Truck and Bus Group plant in Flint Township, Mich., has offered its 3,000 workers high school classes and one-on-one tutoring in a cluster of rooms overlooking the shop floor. The center has granted 14 high school diplomas so far.

Taking up where school systems leave off, companies have traveled two different paths in the quest for improved literacy. Smaller firms have tended to rely on local educational resources, such as community colleges and volunteer tutors, to set up programs that will help their workers bridge the skills gap. Getting employees to stick with classes can be difficult, however, since the sessions are frequently held away from the workplace after hours. Larger companies, which command the resources to hold classes in-house, have sweetened the deal by offering workers time off during the workday to attend. Success in both cases depends on how strongly individual companies support their programs—and how effectively they defuse workers' fears about getting fired for owning up to subpar literacy.

The problem is not just large numbers of people who are insufficiently educated. Never before have the majority of American jobs placed so many demands on employees. To compete effectively, the average American worker today must employ skills at a ninth-to-twelfth-grade level, in contrast to the typical fourth-grade standard during World War II. "It's not that people are becoming less literate," points out Irwin Kirsch, a senior research psychologist working for the Educational Testing Service in Princeton, N.J. "It's that we keep raising the standards."

In the past, an expanding labor pool allowed business to satisfy its growing demands for skilled workers by skimming off the top. But since the baby boom ended in the mid-1960s, the number of 16-to-24-year-olds in the work force has dropped from 22.4 million in 1979 to 20.2 million last year. Most of the growth will be among minorities—the very groups that have been served least well by public school systems. Over the next decade, blacks, Hispanics and Asians,

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who may speak English poorly, will make up more than half of all entry-level employees.

U.S. automakers are leading the search for skilled, literate workers. GM devotes more than 15% of the $170 mil- [illegible] it spends yearly on job training to re[illegible]dial education. In an attempt to match the quality of many foreign manufacturers, Detroit's Big Three carmakers joined the United Auto Workers in 1982 to create a comprehensive education and training program. At Ford Motor Co. alone, more than 8,500 of 106,000 blue-collar workers have since enrolled in basic-skills classes at the company's 50 learning centers in plants nationwide. Says Ford chairman Donald E. Petersen: "The prosperity of our business will depend on our ability to operate more and more like a learning enterprise."

The point is not lost on the rank and file. Jane Conrad, 45, a $14-an-hour GM press operator, missed out on a supervisor's job because she had not finished high school. So the mother of six enrolled in GM's Flint Township Learning Lab this year. Subjects included a thorough review of fractions, reading comprehension and English literature. Conrad, who received a high school diploma this past summer, is concerned about the increasing demands of automation at the plant. Says she: "If you don't have the basic training, some of it can be hard to keep up with."

Some unions have been in the education business for decades. In New York City, locals of the American Federation of State, County and Municipal Employees started teaching basic skills to their members in the late 1960s, when a group of nurses' aides with[illegible] high school degrees asked for help. Today approximately 15% of its 20,000 member-students enroll in fundamental literacy and math courses each year. "The problem was always there," says Katherine Schrier, director of the union's Education Trust Fund. "Business is just now waking up to it."

The shock has been particularly strong in the service industries. At American Express, which expects to fill 75,000 entry-level positions in the next five years, profits depend on good customer relations. Says Amex President Lou Gerstner, whose company spends $10 million annually to teach its new workers basic English and social skills: "I lie awake at night wondering where I'm going to find well-qualified employees for the future." Even the art of cooking requires more of workers than ever before. Last year Domino's Pizza of Ann Arbor, Mich., discovered that its fledgling bakers had trouble understanding its dough-making manuals. Now it spends $50,000 on a reading program, heavily seasoned with lessons on cuisine chemistry.

Since 3 out of every 5 new jobs in the economy are created by companies with fewer than 500 employees, small businesses suffer as severely as their corporate brethren. Bill Gregory, who owns Gregory Forest Products Sawmill in Glendale, Ore. (pop. 870), did not know he had a problem on his hands until one of his 400 employees noticed that a forklift operator took forever to count loads of lumber. A bit of digging disclosed that about 10% of the mill's workers needed help developing proficiency in math and English. So, at a cost of $15,000, Gregory asked the nearby Umpqua Community College to provide instruction. Says he: "We're spending millions of dollars to modernize the mill. It just didn't make sense to pay for that without providing training for basic skills as well."

Reading, writing and arithmetic, however, are just the beginning. Today's jobs also require greater judgment on the part of workers. Clerks at Hartford's Travelers insurance company no longer just type endless claim forms and pass them along for approval by someone else. Instead they are expected to settle a growing number of minor claims on the spot with a few deft punches of the computer keyboard. Now, says Bob Fenn, director of training at Travelers: "Entry-level clerks have to be capable of using information and making decisions."

On-the-job education has allowed some companies to tap the current wave of immigration—the largest since World War I—for skilled workers. Blue-collar employees at the Orange County, Calif., division of Unisys, for example, speak everything from Korean to Japanese to Spanish. Their productivity improved significantly, Unisys managers say, when the company began offering ten-week courses in reading, writing and speaking English. Classes, which number 15 students at most, meet in the company cafeteria, whose wraparound picture windows look out on the Santa Ana Mountains. "Before I took the class I couldn't stand up and talk in our Thursday staff meetings," says Elvia Adame, 31, who came to Southern California from Mexico City eight years ago. "Now I participate in all the meetings."

Of course, better-skilled workers do not guarantee profits. Economic policy, trade agreements, technology, labor costs all play a role. But progress still depends on people who can communicate effectively, calculate accurately and act conclusively. "You can make the exchange rate anything you want," says American Express's Gerstner. "If you don't have the human capital to equal or exceed your competitors, you will fall behind." The report cards are out, and businesses are going to great lengths to make the grade. ***—By Christine Gorman. Reported by Mike Cannell/New York and D. Blake Hallanan/San Francisco***

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